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ABSTRACT

GRADES OR AGES: Grades K-12. SUBJECT MATTER: Human growth and development. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is in two parts, K-6 and 7-12, the first being more fully developed. The K-6 guide has a section for each grade, with subsections on individual process, social process, family process, and growth and development process. There are lists of resource materials for K-2, 3-4, and 5-6. The 7-12 guide has the following sections: Grade 7, mental health; Grade 8, heredity and environment; Grade 9, (girls) maturity, characteristics, and responsibilities, (boys) maturity, characteristics, and responsibilities; Grade 10, your problems--personal and social; Grade 12, (girls) family living. There are lists of resource materials for 7-8, 9, and 12. There is a final section on integrating the course with the total school program. The guide is mimeographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are set out at the beginning of the two parts of the guide. Suggested methods of presentation are listed but there are no detailed activities. INSTRUCTIONAL MATERIALS: The resource materials include books for teachers and parents, books for students, films, filmstrips, picture series, transparencies, and slides. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

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EDUCATION IN HUMAN GROWTH AND DEVELOPMENT

The Interrelationship of
PHYSICAL GROWTH
EMOTIONAL MATURATION
and
SOCIAL DEVELOPMENT
and its Influence on
HUMAN BEHAVIOR

The Public Schools
Montclair, New Jersey
March 1968

K-6

Working Copy

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Development Committee

F. Evert Bartholomew
School Social Worker

Ruth L. Blanche
Science Instructor

Thomas H. Bradley
Health and Physical Education Instructor

James I. Broughton
Principal of Edgemont School

Barbara J. Cummings
Health and Physical Education Instructor

Kenneth L. Fish, Ed.D.
Principal of Montclair High School

George Lefkandinos
Science Instructor

Genevieve O. Littlefield, R.N.
School Nurse

Donald D. McElroy
Administrative Assistant to Superintendent

Robert H. Muller, M.D.
School Physician

Stuart E. Plotnick
Principal of Watchung School

Ramon A. Salcines
School Psychologist

Harry G. Oestreich, Ed.D. - Chairman
Director of Health Services, Supervisor
of Health and Physical Education

PHILOSOPHY

One of the objectives of education is the development of skills, understandings, appreciations, and attitudes that find expression in mature, stable, and wholesome interpersonal behavior. The interaction of physical growth, emotional maturation, and social development is a complex and intricate process that requires careful planning and skillful teaching.

This developmental program, because of its broad connotation, cannot be limited to a series of units of instruction assigned to a specific subject area. Rather, this process has implications for many, if not all, of the instructional segments of the educational program (e.g., health education, physical education, sciences, social studies, home economics, health services, counselling services, child guidance, etc.). Each area of the curriculum can make a contribution that is unique to its subject content and/or methodology. As an example, in the area of eighth grade science, the study of reproduction and the endocrine glands follows as a natural sequence the instruction given relative to the other systems of the body.

In addition, the physical changes that take place in the body as a part of the human growth cycle have implications for personality development. When the student recognizes and accepts these changes in growth and function as normal activities, there is a greater likelihood that his personality structure will be relieved of some of its tension and anxiety. It is in this context that sex education and sexuality will be introduced as a part of the developmental program.

Sexuality, being an important dimension of personality which involves maleness or femaleness, has expression in behavior from infancy and persists throughout the complete life cycle. Sexuality is the quality of living as a sexually motivated human being that environment and heredity have nurtured.

Education in human sexuality aims to guide students in the development of the sexual aspect of the personality to a level of maturity that fosters responsibility, dignity, and respect in human relationships.

Education in personal and social development of which sexuality is a part begins in the home. Role images are developed at the pre-school age that serve as guidelines for behavior throughout life. The school aims to assist parents by promoting an educational program that provides knowledge, understanding, and appreciations that serve as a basis for the development of wholesome and mature man-woman behavior.

Because an individual is a member of a family, has religious affiliations and is a member of the social community, his development will continue to be influenced by these out-of-school socializing agencies. For this reason, the healthy growth and development of the individual from the dependent infant to the poised, self-confident, and self-assured adult require that schools recognize the home, the church, and the community as partners in this effort. These groups have a responsibility to this developmental program that cannot be avoided.

AIMS AND OBJECTIVES

The purpose of education in human growth and development is to:

1. Provide information regarding
    - a. The human body and its functions.
    - b. Growth and development - physically, emotionally, intellectually.
    - c. The reproductive process.
2. Explore the factors that influence interpersonal relations in the following roles:
    - a. Family (as dependent member)
    - b. Friendship
    - c. Associate and acquaintance
    - d. Stranger
    - e. Boy-girl
    - f. Man-woman
    - g. Family (adult)
3. Introduce consideration for the intricacies of:
    - a. Heredity and environment
    - b. Psychological concerns
    - c. Personality (its development and expression)
    - d. Responsibilities of maturity
    - e. Human interdependence
    - f. Cultural investigation of family structure

The above developmental program will be taught in such a manner as to promote:

1. Wholesome anxiety-free attitudes toward human sexuality as a natural function of living.
2. A patterned sex role:
    - a. Characterized by maturity, judgment and confidence.
    - b. Sufficiently flexible to understand and respect the behavior patterns of others to assure a rewarding and satisfying boy-girl and man-woman interrelationship.
3. An understanding, appreciation and respect for the body and its natural functions that will lead to healthful living and reduce the possibility of excesses.
4. A concern for the rights, interests, and welfare of others framed in the context of human interdependence.
5. Codes of social and cultural values and standard of behavior that act as guidelines for interpersonal relations that particularly emphasize boy-girl and man-woman behavior.

SUGGESTED METHODS OF PRESENTATION

Assigned reading: Articles, pamphlest, texts, etc.

Audio-visual materials:

Films
Filmstrips
Posters
Recordings
TV
Radio

Discussion and panel:

Problems suggested by students.
Problems suggested by teacher
Problems resulting from other educational and/or personal experiences.
Problems solicited through testing and/or opinion poll.
Problems resulting from misconceptions.

Question and answer box technique.

Current topics allied to sex education in newspapers, magazines, movies, television, radio, etc.

Lectures

Outside specialists, speakers, etc.

Projects in science, biology and zoology, health education.

Role playing

Incidental teaching ("Teachable Moments")

Trips

Polls and opinionnaires

Primary Grades (K - 2)

Introduction of Pre-School Individual to Group Living

Children entering Kindergarten tend to be individualists. Each child has his own pattern of self-concepts that determines his readiness for group living. The more that the child feels secure in his identification as a valued and wanted part of his environment, without expecting to be the central figure, the greater will be his capacity to adjust to and to accept the restrictions that group living must impose upon his behavior.

The family is the basic social unit and, as such, it should also be used as the foundation upon which to build new group concepts. The class and other group organizations are the elemental constructs within which experiences that lead to more complex associations and interpersonal relations are introduced. Each group of children will progress at a rate that is unique to its needs and capacities. Each level of progression requires new approaches and increased sophistication in the concepts that are developed. Therefore, grade level assignment of content is difficult and teachers will need to adjust the planned sequence of the material and the rate of anticipated progression in order to meet the characteristic needs of the group.

Intellectual curiosity will raise questions and issues that fall outside of the formal presentations. These issues must be met at the moment of inquiry. Such "teachable moments" are significant aspects of the program for they provide the flexibility that is educationally healthy in any learning situation.

KINDERGARTEN - My First School Days

I. **Individual Process**	
A. Physical Aspect	
1. Elimination	I have learned the proper words for parts of the body associated with elimination and digestion.
2. Food	I eat all kinds of food and find that it is fun to try new things.
3. Rest	Sleep is one of the pleasantest things we can do.
4. Activity	Good health habits make me able to enjoy my work and my play more.
B. Emotional Aspect	
1. Self help	One sign of growing up is being able to take care of oneself; therefore, I try to take care of myself a little more each day.
a. Identity: Name Address Phone	
b. Safe way home c. Pedestrian rules	Safety is my business.
d. Care of own clothes and possessions e. Dressing	I want my classmates and adult helpers to trust me as a person.
2. Self image	I know that I have a different role to play because I am a boy (or girl).
a. Sex differences b. Growth differences	
II. **Social Process**	
A. Kindergarten: A new organization	I am a member of a family and now I am also a member of a class.
B. New Associates: Classmates	To be a good classmate, I have learned to (1) share, (2) help and be helped, (3) work and play together, and (4) respect the property, feelings, and privacy of others.

Social Process (continued)

C. New Adults: Child helpers	Each day I seem to meet new adults that are here to help me.
D. New Rules: 1. Rules at home 2. Rules at school	Rules and regulations are necessary for people to live, to work, and to play together in a happy and orderly way.
III. Family Process	I am a happy member of a happy family.
A. Role of members of family 1. Father 2. Mother 3. Guardian 4. Sisters 5. Brothers 6. Relatives	All members of my family love and care for each other.
B. All homes not the same 1. One parent 2. Illness 3. Injury 4. Handicap	Every member of the family must help to make a happy place for all other members.
C. Purpose of family unit 1. Love 2. Care 3. Shelter 4. Protection 5. Training	A home is a happy, comfortable, satisfying, and safe place to live.
D. New Baby in the Family (Titles of Charts) Chart 1. At home with the family. " 2. Talking over some exciting news. " 3. Getting ready for a new baby. " 4. Grandmother comes to help. " 5. Father takes mother to hospital. " 6. The new baby is here. " 7. Grandmother takes children to zoo. " 8. Coming home. " 9. Mother feeds the baby. " 10. Baby's bath. " 11. A shopping trip. " 12. First birthday.	The coming of a new baby is a happy exciting time for the whole family.

IV. Exercise in exploration of feelings and appreciations

A. Toward home)
B. Toward school) Guided discussions that lead
C. Toward adults) toward more positive and more
D. Toward classmates) wholesome attitudes.
E. Toward activities)

GRADE 1 - Learning is Fun

I. Individual Process

A. Sharing	
1. Toys, school equipment	I am not selfish about my toys and equipment; I share.
2. Leadership opportunities	I enjoy seeing others be "it" in a game.
3. Favored opportunities	I don't push myself by wanting to be first or last in line; I share.
B. Self Care	I am six, or almost six, and I can take care of myself in many ways.
1. Clothes, property, equipment	I have learned to take some responsibility about myself, my activities, and my environment.
2. Appearance of home and school	I take pride in the appearance of my school, home, classroom, my own room at home.
a. Vandalism	
b. Neatness	
c. Cleanliness	
d. Orderliness	
3. Personal appearance	I am proud of the way I keep myself looking neat and clean.
a. Clean	
b. Neat	
c. Bath	
d. Wash	
e. Teeth (brush)	
C. Being helpful to new pupils, handicapped, less able.	I try to act in a way that invites teachers, parents, and classmates to give me responsible tasks.
D. Nutrition habits and attitudes	I eat all the foods given to me at home.
1. Names of kinds of food.	I like to try new foods.
2. Balanced diet (elemental)	I try to keep sweets out of my snacks.
3. Need for snacks and kinds	
E. Concern for own health	
1. Purpose of physical, medical, dental, etc. examinations	Because I understand the need for health examination, and "shots" I cooperate with the person giving them.
2. Cooperation with nurse, dentist, or doctor	
3. "Shots" help prevent disease	I don't mind "shots" because they help keep one well.
4. Report illness	I speak to my teacher, nurse, or parents when I don't feel well.

Individual Process (continued)

F. Meeting Success and failure 1. Brag and boast 2. Fib or exaggerate 3. Tantrum 4. Hide by playing sick	I don't expect to win or to succeed in everything. I have learned to try my best.
G. Personal safety	Safety at work and play deserves my careful attention.
1. Using safe way home	My parents don't worry about me because I take the safe way home in the safest manner that I know how.
2. Playing in safe places a. Abandoned buildings b. Construction sites c. Vacant lots d. Safe areas	I'm careful where I play because I don't want to be hurt.
3. Making an area safe a. Pick up b. Throwing c. High places d. Hazards	I also think of the safety of others.
II. Social Process	Every child is a member of many groups.
A. Life Beginnings (Eye Gate Films)	All life reproduces its own kind.
B. Elementary Reproduction (animal and human beginnings)	There are many kinds, types, and classes of living things.
1. Plants - seeds	
2. Birds - eggs 3. Animals - sperm - ovum	All animals have a kind of family and each has special rules for raising their young.
4. Humans - How babies are born	
5. Animals (pets) in classroom	We have an animal family in our classroom in order to study their "family" habits.
C. Group living roles	I am a member of a class.
1. Leaders and authorities	There are student and adult leaders.
2. Classmates	I have classmates and we work and play together. Boys and girls are alike in many ways -- different in many ways.
3. Friends	It is a pleasure to make new friends. A new child in a school needs friends.
4. Acquaintances	I know how to treat acquaintances.
5. Strangers	Some strangers may be helpers, but others are not, and I know how to treat them, until I am sure which they are.

Social Process (continued)

D. Community living roles 1. Community member a. Advantages b. Responsibilities.	I am a member of a community and I must act in a manner that identifies me as a good member.
2. Community helpers a. Dentists b. Nurses c. Policemen d. Religious leaders e. Doctors f. Firemen g. Crossing guards h. Others -	Every day I learn about and meet more and more community adults who are helpful and friendly to me.
E. Manners	Manners are passports to friendship.
III. Family Process	
A. Worthy family membership 1. Helping parents 2. Caring for younger members 3. Self-help 4. Accepting and learning to enjoy assigned duties 5. Love, concern, consideration for all members	As I grow older, I have to make a bigger contribution to family harmony and hapiness to prove that I am worthy member.
B. Negative family influences 1. Fatigue 2. Illness 3. Worry	I am considerate of family members who are unhappy, unwell, etc. to make the moment as pleasant as possible.
IV. Growth and Development Process	I am growing up in many ways.
A. Physical Growth	Growth is measured by height and weight.
1. Differences in height and weight between pupils of same age and boys and girls.	Each child has his won pattern of physical growth. Boys and girls are alike in many ways and different in many others.
2. Senses: Hearing, smell, taste, temperature, pressure, position, balance, pain, sight.	I learn and get to know the world through my senses. I must protect my "sensory windows to the world."
3. Body Control	Bones, muscles, and nerves act as a team to move the body and its parts.
4. Strength and Skill	Strength and skill both require practice of many types of movements.

Growth and Development Process (continued)

5. Health a. Disease b. Sleep c. Rest d. Food e. Health actions	Sleep, rest, nutrition, healthful personal hygiene, and activity build resistance to disease and promote growth.
6. Comparison of growth patterns of animals and humans	Animals grow up fast while humans mature at a much slower rate.
B. Emotional and Social Development	
1. Self-appraisal a. Confidence b. Acceptance of self c. Pride in self	I know my strength and weaknesses and I am glad that I am I; but I try to improve my weaknesses.
2. Selection of playmates and work partners	I enjoy working and playing with children of my own age.
3. Participation in activities a. Class projects b. Work c. Play	I am beginning to enjoy participation in group activities. My classmates mean a great deal to me and bring me many pleasant experiences.

V. Exercise in Exploring Feelings and Appreciations

A. What makes a happy home?

B. Why do we like some classmates more than others?

C. What makes a happy boy? Girl?

D. Let's talk about animal, bird, and human families.

E. Do boys and girls like and enjoy the same types of things, games, and activities?

F. Can you think of things that you have done that you have handled poorly?

GRADE 2 - I Am A Person Among Persons

I. Individual Process

A. Self Care	I find more and more ways to care for myself.
1. Teeth	I brush without being told.
2. Personal Hygiene a. Wash before eating b. Wash after using toilet	Concern for personal hygiene is a mark of maturing
3. Daily schedules a. Meals b. Bath c. Bedtime d. Study time, etc.	I take a responsibility for performing many of the scheduled activities without being told to do so.
4. Problem solving a. Face reality b. Avoid fantasy c. Seek adult help with with more difficult problems.	I try to solve my own problems, in a grown-up way, but I ask adults for help when I can't find a solution.
d. Appreciate persons who help.	I'm appreciative of help parents and adults give me.
B. Manners - (Respect for elders) 1. Parents	I treat adults with respect.
2. Adults (Teachers, etc.) 3. Classmates 4. Party manners	I am not expected to like all adults or all classmates.
C. Grooming 1. Hair	I am proud of my appearance.
2. Cleanliness: Wash and bathe	
3. Clothes: Clean a. Clean b. Neat c. Appropriate for time, place, and occasion	I enjoy being neat and wearing clean clothes.
D. Self Concepts 1. Advantages of being a boy (Being a girl)	I am proud and happy that I am a boy. A girl.
2. Differences and similarities of boys and girls a. Physical b. Behavior c. Likes and dislikes d. Desires and needs	
3. Possession of both strong points and weak points.	I am what I am and I am comfortable with what I am, but I will try to be a bigger and better me.

Individual Process (continued)

E. Physical Resources	All of the systems of the body work together as a team to make one a healthy person.
1. Circulation (heart, blood)	
2. Respiration (lungs)	
3. Digestion (nutrition)	
a. Thirst	
b. Hunger	
4. Teeth	
a. Temporary and permanent	I brush my teeth regularly and in the right way without being told to do so.
b. Proper care	
c. Visit dentist regularly	
F. Avoidance of Illness	There are health rules to follow that help to avoid illness.
1. Cleanliness: wash, bathe	Cleanliness helps prevent the spread of disease.
2. Proper dress	I try to wear the right clothes.
a. Weather	I change from wet clothes immediately.
b. Place	I take off outdoor clothes when I'm indoors.
c. Activity	
d. Handy "hankie"	Proper use of handkerchief reduces spread of germs to others.
3. Rest and sleep	Rest and sleep help prevent illness and speed recovery.
4. Home care	I stay home when I am ill.
a. Cooperation	I cooperate with the person taking care of me.
b. Appreciation	I show appreciation for care I receive.
c. Sympathy	I show sympathy and consideration for other persons who are ill.
5. Vigorous exercise	I need a great deal of vigorous activity to help me to grow strong and healthy.
a. Indoor	
b. Outdoor	
	Watching won't make me grow.
6. Physical examinations	Doctors and nurses check on me frequently to see how my health development is progressing.
a. Sight (eyes)	
b. Hearing (ears)	
c. General	
7. Community health agencies	Communities have agencies that protect the health of the citizens.
a. Health Department	
b. Hospitals	
c. Clinics	
G. Personal Safety	
1. Implements	Proper use of tools and equipment reduces danger of injury.
a. Tools	
b. Equipment	
c. Materials	
2. Play and work activities	I play and work in a manner that reduces safety hazards.
a. Reckless	
b. Show-off	
c. Boasts and dares	
3. Home, school, and street regulations	There are really special safety rules that apply to each of these areas.

Individual Process (continued)

4. Fire Safety a. Playing with or near fire	Fire is not a plaything or toy.
b. Fire drills	I cooperate with fire and disaster drills.
c. Reporting of a fire (1) Fire alarm (2) False alarm	Reporting a fire saves lives and property.
5. Water safety a. Fast running water b. Never swim alone c. Docks and boats	I am only learning to swim; therefore, I am very careful when I am near an open body of water.
6. Plants to avoid a. Poison Oak b. Poison Ivy	I recognize and avoid contact with these plants.
7. Strangers a. Gifts b. Food c. Rides	I am polite to strangers, but I don't get friendly.
8. Strange animals a. Avoidance of advances b. Report to adults (1) Any strange behavior (2) Bite by injured animal	I like animals, but I treat strange animals with extreme caution.

II. Social Process

A. Group activities: Work, Play, Mental and physical skills	I enjoy working and playing with others. I participate in all of the activities that I possibly can trying to enlarge on my "skill bank."
B. Participation and practice essential to learning	Trying to do newly learned skills more accurately is important.
C. Manner of participation in group activities 1. Reluctant participation 2. Energetically 3. Enthusiastically 4. Concern for learning and enjoyment of others	Even though I cannot do an activity well, I still try to do my best for this helps me do better - and such an attitude is a sign of growing-up.
D. Manners (Boys and Girls)	There are some differences in the manners that are expected from boys and girls.

III. Family Living Process

A. Elementary reproduction 1. Plants 2. Birds 3. Animals 4. Humans	Animal and human mothers have babies.

Family Living Process (continued)

B. Animal and human babies need care 1. Food 2. Shelter 3. Love and affection 4. Protection 5. Learning	Babies need love and care. All animal and human families have rules and regulations. Love makes babies grow in a happy way.
C. Growth of babies	
1. Move: creep, sit, stand, etc.	Babies grow in many ways.
2. Talk	
3. Understand and recognize	Babies grow very rapidly.
4. Height and weight	
5. Helpless to helpful	I was once a helpless baby, but now I am a child, too old to act the way a baby does.
D. Being a family helper	
1. Assigned duties 2. Finding own ways 3. Doing without being told 4. Importance of doing things well	I am continuing to take care of myself in more ways; the next step in growing up is being helpful to others.

IV. Growth and Development

A. Physical growth	All living things grow.
1. Chart of growth - height and weight	Height and weight are measures of physical growth.
2. Comparison with other children	Each child's pattern is different. Each child has his own "normal."
3. Influence of physical growth	
a. Heredity (1) Color of eyes hair (2) Features (3) Body build	I was born with tendencies for certain characteristics.
b. Nutrition	I eat a wide variety of foods to give the body the building blocks for growth.
c. Rest	Children need more sleep than adults.
d. Exercise and activity	Exercise is essential to normal growth.
(1) Strength	
(2) Skills	I work at learning new skills.
(3) Body pro-	I don't help much by watching.
e. Recreation (1) Active (2) Quiet	
B. Emotional and Social Development	
1. Respect and consideration for others	I enjoy the companionship of other children of my own age.

Growth and Development (continued)

a. Avoidance of criticism	
b. Refraining from ridiculing and teasing	
c. Positive and helpful	
2. Group and class projects	I like to work with other classmates.
3. Accepting success and failure	I can't win every time, nor can my group succeed at each try, but I pick myself up and try again.
a. Sulk	
b. Cry	I can admit that someone or some group performed an act or activity better.
c. Alibi	

V. Opportunities to Explore Feelings, Understandings and Appreciations

A. How can self-help make your home happier?
B. What are some of the daily schedules that we can perform without being prodded?
C. Do you think good grooming is important? Why?
D. Do you enjoy work and games less when you perform them in a safe manner?
E. What are some of the ways that you show that you are a little more grown-up than you were a year ago?

At any time in these three grades the following questions or problems will need to be answered at the student's level of learning readiness:

A. Where do babies come from?	Babies grow in a special kind of sack inside of your mother's abdomen, below the eating stomach. When it is ready to be born it comes out through a special channel, and a doctor helps him to be born.
B. Can I have a baby?	Appropriate answer for boy or girl. Only grown-up ladies have babies; your body is not yet ready for that process.
C. Avoid excessive handling of genitals.	Your nose, your ears, your mouth, your eyes and your genitals aren't toys. When we were babies, we enjoyed touching things because that was the way we learned about ourselves and the world around us. Now we are older and have new ways to learn and to play.

Words that need to be introduced at K-2 level:

Abdomen
Bowel Movement (BM)
Breast
Egg (Ova)
Elimination
Embryo
Female
Fetus
Genitals
Growth
Incubator
Male
Navel
Nipple
Ovaries
Penis
Pregnant
Scrotum
Sperm
Testicles
Urinate
Uterus (womb)
Vagina (birth channel)

RESOURCE MATERIALS
K - 2

Teacher and Parent Background

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"Parents' Guide to Facts of Life for Children." Child Study Association (1965) .
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"What to Tell Your Child About Sex." Child Study Association (1964).
When A Child Asks About Sex. Child Study Association (Permabooks).
"Your Child (ages 6-12)," United States Department of Health,Education and Welfare, Washington, D.C.

Students (Read to or read by)

All About Babies. Zondervan Publishing Company, Grand Rapids, Michigan.
Baby House. T.B. Lippincott.
"Bobwhite." Holiday House.
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Students (Read by or read to) (continued)

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Krauss, Ruth, The Big World and the Little House. Harper.
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Lenski, Lois, Papa Small. Walck.
McChung, Robert, Spike: The Story of a Whitetail Deer. Morrow.
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Miles, Betty, A House for Everyone. Knopf.
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Selsam, Millicent, All About Eggs and How They Change into Animals. W.R. Scott.
Stanger, Margaret, A Brand New Baby. Beacon Press, Boston, Massachusetts (1959).

Classroom Texts

- Bobbs, Merril Health Series
  - Health at School
  - Health Day by Day
- Ginn and Company Health Series (Better Living)
  - Health and Happy Days
  - Health in Work and Play
- Golden Press Series
- Laidlaw Brothers Health Series
  - Health 1
  - Health 2
- Lyons and Carnahan Health Series
  - All About You
  - You and Others
  - Growing Every Day
- Scott Foresman Health Series
  - Just Like Me or Health For All Junior Primer
  - Being Six or Health For All Book 1
  - Seven or So or Health For All Book 2

Resource Materials - K - 2

Films

Farmyard Babies.	Coronet
Happy Family, A.	Classroom Film Distributors, Los Angeles, California
*Happy Little Hamster (K-1).	Henk Newenhouse
*Human and Animal Beginnings. (Grades 1-2)	E.C. Brown Trust
How To Catch A Cold.	Walt Disney Productions
*Let's Play Safe.	Portafilm
*Let's Stop and Go Safely.	Portafilm
Living and Growing.	Churchill
*Red Hen.	Coronet

Filmstrips

Animals and Their Young.	McGraw-Hill, Hightstown, New Jersey
How Babies Are Made.	Creative Scope (35mm slides)
*Keeping Safe and Happy.	Filmstrip of Month.
*Life Begins Series: Miss Brown's Class Goes to the Zoo and Zoo Trip.	Eye-Gate House.

Picture Series

*A New Baby in the Family (K-1). Scott, Foresman and Company (1967).

Transparancies

Characteristics of Boys and Girls.	3M Company
Family, The.	3M Company
Family Health.	3M Company
Living Things From Living Things.	3M Company

*In Central Office Audio-visual Library

Introduction to Grades 3 and 4

Grades 3 and 4 cover a period of relative quiescence in physical growth and emotional development. Physical growth continues, but there is a slackening in the rate; and although there is a progress in emotional development, generally there are no spectacular changes. In a sense, there almost appears to be a pause in the life cycle to permit the person to organize and assimilate the progress that has been made and to provide an opportunity to store up strength and energy for the dramatic surge of change that adolescence engenders in the years that lie ahead.

The child is preoccupied with: (1) the accumulation of a variety of new skills and the improvement of an untold number of old movement skills to provide equipment to effectively handle day to day living activities, (2) the consolidation and enrichment of the fundamentals of social skills, (3) the emotional evolvement from egocentricity to role identification in the gang complex, and (4) the acquisition of mentally oriented skills of reading, writing, and counting.

There is evidence of boundless energy that is seeking avenues of expression through physical activity in gang or group favored situations. This developmental environment seems to be favorable to an educational program that strengthens the child's knowledge of his body and its processes. Information regarding the systems of the body, patterns of growth, and individual difference should be used to develop a respect for one's physique and acceptance of the potentials and restrictions that are a part of each individual's growth pattern.

These points of emphasis should not completely overshadow the concommitant social, emotional, and mental developments that continue to unfold in the activity motivated environment. Interaction is an ever present process.

GRADE 3 - Knowing Yourself

I. Individual Process

A. Physical Self	Understand and appreciate your physical self.
1. Growth a. Height b. Weight c. Parts of body	The many parts and systems of the body grow at their own rate and according to their own time schedule.
d. The total human being	All the systems and parts of the body work as a team to fashion a human being.
2. Movement: Muscles, bones, nerves	Each of these three systems influences the way you control your body.
3. Skills	
a. Variation in skill levels	You cannot do equally well in all skills.
b. Fundamental skills	
(1) Locomotion (a) Walk (b) Run (c) Jump (d) Skip, etc.	These basic fundamentals of movements influence the way you learn skills and the effective way you use them.
(2) Manipulation (a) Throw (b) Catch (3) Coordination (4) Balance (5) Agility	Graceful and poised body control is a highly complex action.
c. Development of skill (1) Practice (2) Variety (3) Use in game situation (4) Pleasure in activity increases with skill	To be skillful, a person must work at the learning of many movement patterns. "Practice - practice - Practice is the formula for learning skills.
d. Sportsmanship and fair play (1) As an individual (2) As a team member	You have to be "tall in the saddle" to practice genuine sportsmanship.
4. Thinking	
a. Brain and spinal column (1) Learn (2) Recall (3) Memory	The quality of the human brain and nervous system makes man different from all other living creatures.
b. Learning	The brain records, reworks, and feeds-back experience.
c. Reflex action	A reflex is an automatic feed-back without involving the higher levels of the brain.

Individual Process (continued)

5. Senses: Man's windows to the world.	
a. Sight g. Taste	All learning depends on the senses.
b. Hearing h. Smell	
c. Touch i. Pain	
d. Temperature	
e. Proprioceptive	This special system lets you know where you are in space and time.
f. Equilibrium	
6. Personal Hygiene	Concern and pride in appearance are mature qualities.
a. Cleanliness	
(1) Wash and bathe	Take steps to improve appearance without being told to do so.
(2) Change clothes	
(3) Care of clothes	
(4) Teeth: Brush	
b. Avoidance of illness Symptoms of concern	Illness keeps a person from being a happy person.
(1) Eyes run	
(2) Sore throat	
(3) Temperature rises	
(4) Blotches on body	
(5) Headaches	
(6) Drowsy feeling	
(7) Tired and irritable	
c. Considerate health behavior	Help others avoid illness.
(1) Handkerchief	
(2) Cover coughs and sneezes	
(3) Keep things out of mouth	
(4) Use own towel, cup, etc.	
B. Emotional Self	Understand and control the emotional self.
1. Simple endocrine	
2. Relation of mind and body	How you think affects how you feel and how you feel affects how you think.
3. Handling emotions	
a. Fear	Know "grown-up" ways to control emotions and avoid the use of childish ways of expression.
b. Anger	
c. Worry	
4. Self-appraisal	Learn to expect to live on the basis of your own merits.
a. Self-confidence	
b. Accept criticism	
c. Accept skill differences	
5. Comfortable in group activities	Develop an enjoyment for group activities.
6. Appreciation for help	Be big enough to help others and be appreciative of the help that others give you.
7. Enjoyment in helping others	
8. Controlled response	
a. Discouragement	
b. Unpleasant experiences	
9. Respect for wishes and feelings of others.	

Individual Process (continued)

C. Personal Safety: Recognizing Safety Hazards	
1. In Play - a. Equipment b. Apparatus c. Swinging objects d. Thrown objects e. Obstructions	Some equipment is more dangerous than others.
2. In Work - a. Pointed objects (1) Pencils, pens (2) Tacks, pins b. Sharp objects (1) Knives (2) Scissors	Use pointed and sharp equipment with special care.
3. In School - a. Thoughtlessness (1) Running (2) Pushing (3) Fooling b. Carelessness	Thoughtless behavior is dangerous behavior.
4. In Home - a. Play equipment b. Litter and clutter c. Poison, etc.	Help correct home safety hazards.
5. In Street - a. Signs b. Instructions c. Safe way home	Follow signs and the instructions of authorities and your travel will be safer.
d. Bike e. Fire	Bike riders follow the same rules as motor vehicles in street travel.

II. Social Process

A. Group Activities 1. Projects 2. Games 3. Work 4. Trips	Learn to identify with the group. Find increasing pleasure in group activities. Participate; leave spectatoritis to the adults.
B. Genuine concern for success of group	Take pleasure in group successes, but don't alibi for failure. Avoid finding a "scapegoat" on whom to blame the loss.
C. Encourage group members to improve their play.	Encourage and help members with limited skill and let others help you.
D. Appreciate the help, when someone "coaches" you.	
E. Getting in solid with group. 1. Try hard 2. Avoid ridicule	Action is the basis upon which your classmates judge you.

Social Process (continued)

3. Avoid "hogging" center of stage	Rejection by the group generally is the result of unsocial behavior.
4. Avoid highlighting the mistakes of others - even opponents.	
5. Share leadership opportunities.	
6. Avoid attention seeking.	
7. Follow the rules.	Try to be a gentleman/a lady.
8. Be fair and honest.	
F. Manners	Treat people the way you expect them to treat you.
1. Girl to girl	
2. Boy to boy	
3. Girl to boy	It isn't always easy to be a lady or a gentleman, but it is the best policy in the long run.
4. Boy to girl	
5. Child to adult	
6. Adult to child	You are old enough to regulate your behavior toward different people.
G. Community-mindedness	Become familiar with the important aspects of your community.
1. Duties of community officials	
2. Services of community agencies	
3. Role of social agencies	
4. Be a booster of your town	"Boost - don't knock" is a sensible rule to follow.
5. Be proud of your community	

III. Family Process

A. Animals in classroom	Animals have family rules and responsibilities.
B. Variations in reproduction of life	Animal young and human babies need parental care to survive.
1. Flowers	
2. Birds	
3. Fish	Mammals' birth and care of young are somewhat like humans.
4. Animals	
C. Mammals and human young	There is a difference in the time that animals and humans care for young.
D. Animals	
1. Domesticated (pets)	Not all animals can be safely domesticated.
2. Wild	
3. Stray or strange	Know how to treat stray animals.
4. Animal bites	There are definite steps to take when bitten by a stray or wild animal.
a. Report to adult or parent	
b. Clean thoroughly	
c. Consider medical attention	
E. Human family	
1. Good feelings	Love, understanding, sharing, and respect make a happy home.
2. Health of members	Relationships in a home are influenced by the health and happiness of its members.

Family Process (continued)

3. Visitors a. Your friends b. Adult guests	Learn to be a gracious host. Being a courteous and thoughtful host is mature behavior.
4. Visiting a. Considerate b. Appreciative	A considerate visitor is always a welcome visitor.
5. Family talk and council a. Respecting parents' viewpoint b. Seek parents' advice	Some things talked about in the home are not talked about any place else.

IV. Growth and Development Process

A. Physical	
1. Self Evaluation a. Potentials (1) Physical being (2) Skill bank	Self evaluation means taking an honest look at our physical and skill selves.
b. Limitations (1) Physical being (2) Skill bank	All of us have strengths and weaknesses. Learn to feel secure that our potentials far outweigh our limitations.
c. Areas that can be improved (1) Strength (2) Personal hygiene (3) Personal grooming (4) Posture (5) Diet (6) Rest and sleep (7) Activity (8) Skills in activity	Learn to be mature enough to really work at improving our physical and skill selves.
d. Confidence and satisfaction in personal role	Find genuine satisfaction in being just yourself.
B. Social and emotional behavior related to group 1. Concern for acceptance by the group a. Try for "best foot forward" b. Try to create a good image 2. Concern for group image a. Try to improve group image b. Try to interest others in changing to higher image goals.	Strive to behave in a way that associates will admire and respect you as an admirable person and as an enjoyable companion.

V. Exercise in Exploration of Feelings, Attitudes, Concepts, and Appreciations

A. What are the feelings that give you satisfaction as a person?
B. Does your class have a good group image?
C. Does your class try to improve its image? (Be specific and give examples of things the group has done to create a better impression.)
D. Is good health worth working for?

GRADE 4 - Enjoying People

I. Individual Process

A. Physical Aspect	Work to increase knowledge and understanding of your physical self.
1. Review of Grade 3 systems a. Muscular) b. Skeletal) c. Nervous)	Muscles, bones, and nerves are called the movement team.
d. Endocrine	These glands are the regulators of many body processes.
2. Body builders and maintainers a. Digestive System (1) Function and structure	There is a close teamwork between these three systems, and the interchange of material is the key.
(2) Nutrition (a) Selection of food Meals at home Cafeteria Snacks	Wise selection of food contributes to growth, health, and general well-being.
(b) Four basic foods Milk Meat Vegetable-fruit Bread-cereal	An adequate well balanced diet means selecting food from the four basic groups.
(c) Adequate balance Carbohydrates Proteins	To vary your diet, make a habit of trying many kinds of food.
Fats Minerals Vitamins	Sweets and sodas are poor substitutes for the basic foods.
(d) Preparing food	Learn to prepare a single basic meal.
(e) Teeth (deciduous and permanent)	Know the relation between deciduous and permanent teeth.
Structure and types	Learn the names and the functions of teeth.
Dental caries	Understand the bacteria, carbohydrate, and acid chain and tooth decay.
Care Brushing Dental inspection	Appreciate the value of proper dental care
Dental care	Visit your dentist twice a year.
b. Circulatory System 1. Heart (a muscle) 2. Veins 3. Arteries 4. Capillaries 5. Care of heart (a) Exercise (b) Rest and pacing oneself	The circulatory system carries oxygen and food to all parts of the body and then carries away waste products.
6. Lymphatic system	Cells are bathed in lymph and it is here that the exchange between blood and cells takes place.

Individual Process (continued)

c. Respiration	The respiratory system brings oxygen to the blood in exchange for carbon dioxide.
(1) Structure	
(a) Nose	
(b) Throat	
(c) Windpipe	
(d) Lungs	
(2) Function	
(a) Breathing process	Respiration is an essential member of the body building team.
(b) Input - oxygen	
(c) Output - carbon dioxide	
(3) Care of lungs	
(a) Exercise	
(b) Fresh air	
(4) Enemies of healthy lungs	Avoid as much as possible the enemies of the lungs and throat,
(a) Polluted air	
(b) Smoking	
(5) Artificial respiration	Learn the proper use of artificial respiration.
3. Body Cleaners	
a. Respiration)	Respiration and circulation are members of the body cleaner team.
b. Circulation)	
c. Elimination of waste	
(1) Breath	The elimination of waste is carried on in several ways.
(2) Perspiration (sweat)	
(3) Urination	
(4) Bowel movements	
4. Activity Skills	Learn a wide variety of skills that will be useful to living activity.
a. Types of games	
(1) Quiet	Learn both quiet and active games, since there are appropriate times for each.
(2) Active	
b. Differences in games	
(1) Indoor games	Adjust to a manner of play suited to the site.
(2) Outdoor games	
c. Games from other lands	Childrem all over the world play; many of their games are very similar to ours, while others are different.
d. Three purposes of play	Children learn through play, and active games promote growth.
(1) Physical well-being	
(2) Learning	Learn to participate, not watch.
(3) Pleasure	
e. Relation of skill and practice	
f. Using body properly	The body is a wonderful machine and as such deserves the best of care.
(1) Amount of exercise	
(2) Efficient and effective	
(3) Good posture	

Individual Process (continued)

5. Maintainance of Fitness	
a. Disease: germs, virus	Learn how many diseases are caused by germs and viruses.
b. Immunization	Some diseases can be prevented by immunization shots.
c. Relation between well-being and good health attitudes	
(1) Cleanliness (2) Exercise (3) Rest (4) Food (5) Attitudes (6) Emotions	Learn how germs are spread. Cleanliness and good personal health habits help to prevent illness.
B. Emotional Aspect	
1. Review of endocrine system	Emotions are powerful forces that are not always easy to control.
2. Emotions	
a. Love b. Fear c. Fight d. Tension e. Hate f. Worry g. Flight h. Anxiety	Emotions are closely related to the way the body functions.
3. Pride in self	
a. Personal appearance b. Grooming and dress, hair, nails	Take responsibility for own personal appearance (clothes, grooming and cleanliness).
c. Manners d. Behavior e. Speech	Act and speak in a manner that gains the respect of classmates and adults.
4. Sense of Responsibility a. For own equipment b. For own toys, etc.	To be grown-up you have to act the part.
5. Meeting problems a. Frustrations b. Disappointments c. Rejection	Meet problems more realistically than you did when you were younger.
6. Immature responses to problem situations a. Tantrums b. Bully c. Boisterous d. Avoidance e. Falsehood f. Chip on shoulder g. Sullen h. Brag i. Belligerent j. Shyness k. Alibi	Persons are judged by the way they adjust to problems.
7. Mature response to problem situation a. Trying harder b. Trying again c. Correct fault that caused problem	Learn to try again. Play to improve on prior efforts.

Individual Process (continued)

8. Evaluation of individual differences a. Strength b. Weaknesses c. Accept own resources d. Improve the improvable	Recognize and accept your fund of resources. Learn to try to strengthen lesser abilities. Recognize that differences in individuals have advantages.
9. Orderliness a. Possessions b. Ideas c. Actions d. Plan for future	Make orderliness and neatness a habitual way of living. Planning for the future keeps a person in balance.
10. People who can help with problems	Seek advice on serious problems.
C. Personal Safety	Safety-mindedness is a quality of really mature and well-balanced people.
1. Bicycle safety	
a. The vehicle	A bike rider follows the same traffic and safety rules that are followed by other vehicles traveling the streets and highways.
b. The rider	The condition of the bike, the attitude of the rider, and observation of traffic rules, - all are a necessary part of safe bike travel.
2. Bus-rider	Riding a bus is a convenience, not a privilege.
a. Consideration for driver b. Consideration for passengers c. Bus-riding manners d. Bus-riding safety	The most important person in a bus is the driver; keep him alert and happy. Loud talk, loud laughter, and fooling distract the driver and passengers.
3. Car-rider a. Consideration of driver b. In car - behavior c. An alert rider	The most important person in a car is the driver (same as bus). Keep play, talk and behavior controlled. Learn to be an alert rider by being aware of hazardous situations.
4. Pedestrian	Safe pedestrian behavior is mostly plain good common sense.
a. Street behavior	Fooling around near roadways or driveways is dangerous behavior.
b. Crossing street c. Consideration for drivers	Sauntering across street when the light is changing is a display of bad manners.
d. Following directions e. Heeding signs	Laws and regulations were made to protect the pedestrian and the driver.

Individual Process (continued)

5. School a. Classroom b. Corridor c. Grounds d. Play field e. Apparatus f. Safety drills	Recognize safety hazards in school areas. Fooling, pushing, and shoving are unsafe activities. Play fields and apparatus areas can be unsafe areas. Learn to cooperate in fire drills and Civil Defense exercises.
6. Home a. Hazards (1) Obstruction (2) Fire (3) Electric (4) Litter and clutter (5) Drugs (6) Disinfectants, etc. (7) Home safety drills	Learn to spot hazards in the home. Fire and electric wiring are potential hazards. Falls are often caused by misplaced objects. Toxic drugs and materials should be kept away from younger children. Organize a home safety drill plan with your parents.
b. Elimination of hazards (1) Orderliness (2) Neatness (3) Caution (4) Alertness (5) Recognizing hazards (6) Setting good example	An environment is only as safe as you make it. Recognize hazards and take steps to correct them.
7. Camping and outings a. Fire b. Poisonous plants c. Swimming d. Boating e. Type of landscape f. Sunburn g. Sunstroke h. Insect bites i. Snake bites	Outdoor camping skills are important to safety. Know how to treat each hazardous situation in a safe manner. Know something about first aid for outdoor camping mishaps.
8. Causes of accidents a. Environment b. Activity c. Manner of doing d. Prevention	Accidents don't just happen, they are usually made.

II. Social Process

A. Group Behavior

1. Pride in group	Have genuine concern for image of class or group.
2. Sharing a. Ideas b. Possessions c. Duties d. Time	Develop a genuine interest and desire to be an accepted part of the group. Find interesting enjoyment in participation in group activities.

Social Process (continued)

3. Group responsibilities a. Other student's property b. Group equipment c. School equipment d. Community property e. Neighbor's property	Develop genuine concern for possessions of other persons and groups. Be a positive group member: be helpful.
B. Interpersonal Behavior	
1. Communicating with others a. Speech b. Gestures c. Facial expression d. Attitudes e. Actions	Interpersonal communication is established through many avenues.
2. Being understood by others a. Communication b. Manners	Be concerned about the way others think of you.
3. Interaction a. "Give and Take" b. Two-way street	Your friends influence you, and you influence your friends.
C. Community	
1. Health services a. Private (1) Doctors (2) Nurses (3) Veteranarians (4) Dentists	Become aware of the health resources of your community.
b. Public (1) Clinics (2) Hospitals	Know something about the way clinics and hospitals operate.
2. Agencies a. Private b. Semi-private c. Social	Know what role social agencies play in a community.
3. Protection a. Fireman b. Police c. Special Services d. Ambulance Corps	Know and appreciate the protective resources of your community.
4. Libraries 5. Parks and play areas 6. Recreation agencies 7. Churches	Make a point to use and to learn to appreciate the recreational resources of your community.
8. Community resources of other communities and countries	Appreciate the resources of your community and develop a pride in your town.

III. Family Process	
A. Respect and appreciation between child and parents, grandparents, and relatives	To be a good family member, one must respect and appreciate the entire family unit.
B. Doing things together	Find that doing things together as a family unit is a pleasant and happy experience.
C. Dependence on family 1. A duty 2. A sense of affection 3. A feeling of trust and confidence	The way members of a family depend on each other for help, support, etc., tells whether it is a good family.
D. Families in other lands E. Families in other times	There are differences and similarities between families of other lands and families of other times.
IV. Growth and Development Process	
A. Physical Aspect 1. Growth: rate and time	Accept physical self, take pride in strengths, and try to improve weaknesses.
2. Influences growth pattern a. Heredity: cells, chromosomes, genes b. Environment c. Behavior d. Illness e. Diet, rest, exercise f. Injury and illness	Growth can be helped or hindered. Personal attitudes and behavior of the kind that promote growth are called good "health habits." Each person has his own "norm."
3. Comparison of growth patterns	Animals have very different growth patterns from humans.
4. Application of skills to group activities	Have enough confidence in your skills to apply them to group activities.
B. Emotional Aspect	
1. Acceptance of own limitation	
2. Facing reality and controlling feelings a. Inadequacy b. Frustration c. Anger d. Jealousy e. Resentment	Controlled emotional adjustment to complex problem denotes maturity. Apply self-control to emotional problems.
3. Discussing problems with adults a. Parents b. Teachers c. Adult leaders	Have enough confidence in self to comfortably ask for help.

Growth and Development Process (continued)

4. Setting achievable goals	Face own limitations realistically. Wishing and dreaming won't make it so.
5. Recognizing individuality as a combination of strengths and weaknesses	
6. Attitude toward responsibility	Perform assigned tasks in good grace.
a. Accepting home and school duties	
b. Accepting increasingly difficult assignments	

C. Social Aspect

1. The emerging social being	Developing a genuine concern for group. Be actively engaged in seeking and securing group acceptance.
2. Identification with many groups	Develop a comfortable role in many groups.
3. Manners:	Increase skill in socially acceptable behavior. Differentiate in treatment of persons of same sex and opposite sex.
a. Making phone calls	
b. Taking messages	
c. Orderliness with possessions	
d. Table manners	
e. Introducing one person to another	
f. Judgment in differentiation in selection of friend, acquaintance, and stranger	Develop a capacity to judge people.

V. Exercise in Exploration of Information, Attitudes, and Concepts

A. How does food affect growth?
B. How does rest affect growth?
C. How does exercise affect growth?
D. How do disease and unhygienic habits affect growth?
E. How can safety affect growth?
F. How do training and learning affect growth?
G. How does attitude affect growth?
H. What are the qualities of the people you like and the leaders you enjoy following?
I. What are the differences between the growth patterns of boys, of girls?

VI. Teachable Moments: Be prepared to answer questions about:

A. Masturbation
B. Human reproduction
C. Nocturnal emissions
D. Menstruation: If there is a need, develop a unit for the girls to cover this subject.

RESOURCE MATERIALS
Grades 3 - 4

Teacher and Parent Background

A Baby is Born. Maternity Center Association, New York (1964).
Blough, Glenn O., Animals and Their Young. Row, Peterson and Company.
Duval, Evelyn, Family Development. Lippincott (1962).
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"How to Tell My Daughter." Personal Products Company. (Gratis).
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Lerrigo, Marion and Southard, Helen, "Parents' Responsibility." American Medical Association, (1962).
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Levy, John and Monroe, Ruth, The Happy Family. (1962). Alfred A. Knoff.
"Life With Brother and Sister." Science Research Associates (1952).
"Learning to Love and Let Go." Child Study Association (1965).
Masturbation. Siecus Study Guide #2.
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Newgarten, B., Your Child's Heredity. Science Research Association.
Orenstein, Irving, Where Do Babies Come From. Pyramid Books (1962).
"Parent and Family Education for Low-Income Families." Children's Bureau, U.S. Department of Health, Education and Welfare.
Sex Education. Siecus Study Guide #1.
"That Dear Octopus, the Family." American Social Health Association.
"World of a Girl." Scott Paper Company. (Gratis).

Student Texts and Health Units

- Bobbs, Merrill Health Series "Health For Young America."
  - Health and Fun (Grade 3).
  - Health and Growth (Grade 4).
- Ginn and Company Health Series
  - Health and Safety For You
  - Growing Your Way
- Laidlaw Brothers Health Series
  - Health 3
  - Health 4
- Lyons and Carnahan Health Series
  - Growing Every Day (Grade 3)
  - Finding Your Way (Grade 4)
- Scott Foresman Basic Health and Safety Program
  - From Eight to Nine (Grade 3)
  - Health For All Book III
  - Going on Ten (Grade 4)
  - Health For All Book IV

Students, Classroom and Library

Clarkson, Margaret, Susie's Babies, William B. Erdmans Publishing Company, Grand Rapids, Michigan (1960).
"Getting Along With Parents." Science Research Association.
"Growing Up and Liking It." Personal Products Corporation. (Gratis) for Early Maturers.
Gruenberg, Benjamin and Sidonie M., The Wonderful Story of You. Garden City Books (1960).
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Parker, Bertha, Flowers, Fruits, Seeds. Row, Peterson and Company (1958).
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Zim, Herbert, What's Inside of Plants. William Morrow and Company (1965).

Films

A Happy Family.	Classroom Film Distributors, Los Angeles, California.
Baby Animals.	McGraw Hill, Text-Film Preview Library
*Bicycling Safely Today.	Bicycle Institute of America
*Body Care and Grooming.	Coronet
Circulation.	Churchill Films
Everyday Courtesy.	Churchill Films
Exploring Your Growth.	Churchill Films
*Fertilization and Birth. (Under special circumstances - grade 3 up)	E. C. Brown Trust
*Four Point Safety Homes.	New York State Board of Education
Growing Up Day by Day.	Encyclopedia Films
Human Beginnings	Association Films
*I'm No Fool as a Pedestrian.	Walt Disney Productions
*I'm No Fool With Fire.	Walt Disney Productions
*I'm No Fool With a Bicycle.	Walt Disney Productions
Kittens - Birth and Growth.	Bailey Films, Incorporated
*Litterbug, The	Walt Disney Productions
*Something You Didn't Eat.	Walt Disney Productions
*Strangers.	Walt Disney Productions
What Do Fathers Do.	Churchill Film
You and Your Food.	Walt Disney Productions
*Your Bones and Muscles	
*Your Skin and Care.	

Filmstrips

*Confidence. Menstrual Hygiene Kit with pamphlets, teaching guide, filmstrip and record. Personal Products Corporation. (Gratis) Early Maturers.
*Life Begins (196A) Reproduction in Flowers. Eye-Gate House, Incorporated.
*Miracle of Nature, The Menstruation Teaching Kit (Filmstrip and Guide) Glen Educational Films, Incorporated. (Each school nurse has copy). Early Maturers.

*In Central Office Audio-visual Library

Transparancies

Family, The	3M Company
Health and Happiness of the Family, The	3M Company
Living Things from Living Things	3M Company

Introduction to Grades 5 through 8

Early Adolescence

Pupils in grades five and six experience a period of rapid physical growth. For many of them this period marks the onset of puberty. Sexual maturity is first evidenced in the appearance of secondary sex characteristics. These new physical qualities are the source of intense curiosity and concern for these maturing young people. This period of physical change is accompanied by changes in moods, attitudes, and behavior that are confusing and disconcerting to the self-image that the young person has fashioned for himself. In order to maintain a comfortable and stable developing process, he needs help to chart the way. An understanding of the evolving process, a recognition of the individuality of each person's schedule, and an appreciation of the purpose and the implications of the changes are essential to the maintenance of self-confidence and the structuring of new patterns of role identification that suit the new circumstances.

In these grades, the homosexual phase of the total sexuality development is strong. Special friends, pals and buddies of the same sex are replacing the gang loyalties that have prevailed. Hero worship sets selected persons apart as images to follow and persons to be respected affectionately. Gradually, there is an awakening interest in the opposite sex. The first directions of these activities are poorly structured, hestitating, and clumsy, but gradually the psychosocial patterns emerge as natural guides to personal behavior.

A student in grades seven or eight becomes preoccupied with the psychosocial levels of development that Erickson calls the Sense of Identity and the Sense of Intimacy. His major concerns are (1) an identification of his self-role, (2) the acceptance of this role by the peer-society, and (3) the development of guidelines upon which to base permanent personality and social roles. Conflicts between experience-developed patterns of behavior and the new emergent and social constructs are not unusual. These early adolescent years are crucial to the ultimate maturity that will unfold.

If Education in Human Growth and Development is to fashion a sound foundation from which a wholesome, comfortable, and rewarding adult pattern will emerge, this educational program must ease the tensions that are characteristic of this level of the human cycle.

GRADE 5 - YEARS OF CHANGE

I. Individual Process

Appreciate the fact that all the systems of the body work together to create the marvel that emerges as a human being.

- A. Physical Aspects
  - 1. Quick review of body systems
    - a. Structure
    - b. Function
    - c. Care
  - 2. Endocrine glands (general)
    - a. Ductless glands
      - (1) Thyroid
      - (2) Parathyroid
      - (3) Pancreas
      - (4) Adrenal
      - (5) Gonads
      - (6) Pituitary

The endocrine glands influence growth. Some act as time clock to set in motion new and different body functions.

Endocrines set in motion the process of physical maturation.

- b. Distribution through blood
- c. Hormones

Hormones give emotions a physical dimension.

- d. Affects body in many ways

- 3. Puberty: Onset of physical maturity

Marked physical changes appear at puberty.

- a. Physical changes: Secondary Sex Characteristics
  - (1) Physique

The body begins to prepare for responsibilities of adulthood.

- (a) Boys:
  - Broader shoulders
  - Layer of fat under skin
  - Narrow hips
  - Increased muscular strength
- (b) Girls:
  - Narrower shoulders
  - Broader hips
  - Breasts develop

- (2) Physical changes:
  - (a) Sweat glands
  - (b) Sebaceous glands (oil)

Acne is caused by blocked sweat and sebaceous glands.
Gentle soap bath helps.

Individual Process (continued)

(c) Change of voice	
(d) Appearance of hair Pubic area Under arms Chest Face	There is increased growth of hair on the whole body, but especially in special areas.
(e) Genitals Ovaries: ovum Testes : sperm Menstruation (girls)	Reproductive organs grow and begin to develop mature sperm and ovaries.
(f) Other changes	
Feelings and moods	Learn to accept and try to control moods and changing feelings.
Interest	Adjust to your new interest in games, activities, people of same sex and opposite sex.
b. Attitudes	Be aware of changing attitudes toward friends, adults, acquaintances.
c. Activities	Notice that there is a growing interest in more mature activities (game sports).
4. Health Practices	
a. Nutrition	
(1) Four basic foods	A balanced diet necessitates selecting foods from all of basic four
(2) Preservation (a) Historical (b) Present (c) Effect on society	Appreciate the advances made in food in preservation and its effect on a society.
(d) Vitamin enriched	Processing of food is not always beneficial.
(3) Preparation (a) Cook (b) Bake (c) Fry (d) Broil (e) Steam	The correct preparation of food makes it more appetizing.
(4) Selection	Enjoy many kinds of food. Avoid sweets for snacks.
b. Avoidance of disease and illness (1) Physical (2) Medical (3) Dental	Frequent examinations alert a person to the health areas that need special care and attention.
c. Disease (bacteria, germs, virus)	
(1) How spread	Diseases are spread in many ways.
(a) Air born	

Grade 5

Individual Process (continued)

(b) Intermediate carrier Lice Mosquitos Rats (c) Contact Person Object	
(2) (d) Entrance to body (generally) Opening in skin (cuts) Mouth, nose	Diseases generally enter body through openings in body.
(2) Prevention and control (a) Gargling (b) Cleanliness (c) Quarantine (d) Vaccination	There are many ways in which a person can prevent the spread of disease.
(e) Home when ill	For my own good and the welfare of others, I stay home when I am ill.
(f) Cooperation with disease prevention programs	It is generally good sense to cooperate with prevention programs.
(g) Body germ fighting systems	Your body has its own built-in disease fighting systems.
d. Alcohol (1) Loss of control (2) Affects nerves, brain	Excessive use of alcohol has negative effects on body.
e. Tobacco (nicotine, tar) (1) Heart (2) Lungs (3) Circulation	Smoking is harmful to health,-only "hooked" adults continue to do so. Resolve never to be a smoker.
5. Personal Appearance and Hygiene a. Cleanliness: hair, hands, nails, body b. Diet (Acne) c. Tasteful selection of clothes d. Pride in orderliness and neatness of home and school environment	Good grooming and cleanliness improve your appearance and give people a better impression of you as a person.
6. Personal Safety a. Safety-mindedness: Enough to accept responsibility for personal safety	Safety isn't learned, it is lived.
b. Safe practices, judgments, and behavior (1) School (a) Reporting of hazards (b) Promoting safe class group practices	Safety needs to be practiced everywhere. There are safety hazards wherever we may be. Some places are more hazardous than others.

Individual Process (continued)

(2) Street (a) Bike (b) Pedestrian (c) Rider:Bus or car	Spot hazards and be safety-minded enough to correct them.
(3) Home (a) Neat and orderly room (b) A place for everything and everything in its place	Neatness and orderliness reduce hazards.
(c) Recognizing and reporting hazards: Litter Defective equipment Poisons and drugs Detergents and other toxic materials	Hazards that you can't correct, report. The way that you work or play depends on the hazards in the area in which you are playing.
7. First Aid a. Introduction b. Bleeding c. Shock d. Snake bite e. Drowning f. Artificial respiration g. Fractures h. Sprains and dislocations i. Frostbite j. Sunstroke and heatstroke k. Heat exhaustion l. Poisons m. Electric shock n. Unconsciousness o. Fainting p. Convulsions q. Minor wounds r. Animal bites s. Splinters and blisters t. Bruises u. Nosebleeds v. Eye injuries w. Burns	First aid is as much knowing what not to do as what to do. Deciding what to do or not to do is an important decision. The most serious cases of injury are excessive bleeding, failure of breathing, and shock. These need immediate attention. Get help. Reporting an accident is extremely important. Try to determine the causes of accidents. Try not to get excited. Knowing what to do may save your life or someone else's.
B. Emotional Phase 1. Self Evaluation a. Attitudes b. Abilities c. Weaknesses	Recognize that what you are is what you have become from a base of what you were. What you will be tomorrow becomes more and more a product of what you choose to make it.
2. Control a. Facing reality	Stop kidding yourself and you will create a better you.
b. Adjusting to unpleasant experiences	Unpleasant experiences, if handled properly, can make you a better person.
c. Securing satisfactions	All humans seek satisfactions.
d. Controlling emotional expression	Self-control is the finest skill you will ever learn.

Individual Process (continued)

3. Improvement a. Weaker abilities b. Lesser skills c. Adaptableness d. Guidance e. Counselling	Set goals that you can reach, but make them difficult enough to be a personal challenge.
II. Social Process	
A. Group-mindedness 1. Pride in group image 2. Enjoyment in group activities 3. Satisfaction in group achievements	Maintain a good balance between group and individual activities.
B. Help-minded and friendly 1. Assisting others to learn 2. Assisting others to achieve	Be a friend in need. Find pleasure in helping.
C. Leadership and follow-ship	Both of these qualities are essential to satisfying group living.
D. Community-mindedness 1. Knowing your town 2. Knowing its services 3. Knowing its special programs	Express pride and appreciation for your community and what it does for people
E. School-mindedness 1. Knowing responsibilities of school staff a. Principal and assistants b. Teachers c. Nurse d. Doctor e. Psychologist f. Specialists g. Custodians	Develop pride in your school and the people that work there.
2. Improvement of school image	Work toward creating a school you can be proud of.
III. Family Process (Home-mindedness)	Pride in home and family is essential to a happy home.
A. Assuming some responsibility in the home 1. Helping with safety and cleanliness 2. Accepting assigned duties 3. Volunteering for additional duties	To be a worthy family member, learn to take some responsibilities without being told.
4. Appreciating all members of family 5. Taking responsibility for care of younger members of family.	Members of a family are appreciative of the help they give each other.

Family Process (continued)

B. Joining in and enjoying family recreation projects 1. Camping 3. Trips 2. Picnics 4. Projects	Learn to enjoy family projects.
C. Developing genuine pride and appreciation and loyalty to family unit	A happy family is made up of members who are loyal to each other.
D. Sympathizing when family is proceeding along a "rocky-road"	
IV. Growth and Development Process	
A. Physical growth 1. Acceptance of fact that there are differences between children in a. Height, weight, and physique b. Rate of growth c. Strength d. Skill e. Speed f. Coordination g. Agility	Genuine acceptance of the personal "norm" that is yours is basic to good mental health.
2. Influencing growth and fitness a. Diet b. Rest and sleep c. Activity and exercise d. Disease e. Injury f. Emotions g. Heredity (1) Late and early growers (2) Different schedule for growth of parts	Be aware of the fact that a person can do something to favorably influence his physical growth. Have enough pride in self to do something about getting maximum physical growth.
h. Chart of your own growth pattern	Try to understand your own growth pattern.
B. Emotional and social development 1. Confidence and good feeling about self 2. Genuine concern for how others feel about you 3. Aware of, comfortable with, and adjusted to own personal pattern of development	Learn that your concern for others makes "friends and influences people."

Growth and Development Process (continued)

4. Self-control in emotional expression a. Fear b. Winning c. Success d. Disappointment e. Frustration f. Anger g. Losing h. Failure i. Happiness	Face happy and unhappy reality with controlled emotional behavior.
5. Acceptance of positive constructive criticism	Be mature enough to accept constructive criticism.
6. Seeking of help with difficult problems	
7. Development of interest in a hobby a. Models b. Collecting c. Hiking d. Camping	

V. Exercise in Exploration of Information, Attitudes, and Concepts

A. How do boys and girls differ in physique, growth patterns, and skill levels?

B. What do we think the phrase, "Each person has his own growth pattern," means?

C. How does the practice of good personal hygiene improve on what people think of us?

D. What can we do to make our school a safer place?

E. What can we do to make our home a safer place?

F. Have we improved in the way we act as group members?

G. Emotional self-control is an area in which we all can encourage growth.

H. What behavior have you observed that gives evidence of lack of self-control? (Do not use names of persons.)

GRADE 6 - Change Has Meaning

I. Individual Process

A. Physical phase 1. Definition of health a. Mental c. Physical b. Emotional d. Social	Understand that good health means more than freedom from disease, defects or handicaps.
2. Current events in health a. Newspapers b. Books c. Periodicals d. T.V. and radio	Take pride in keeping informed about new medical and health advances.
3. Historical background a. Antony van Leeuwenhoek b. Abbe Spallanzani c. Louis Pasteur d. Robert Koch e. Dr. Sabin f. Dr. Salk	Appreciate the great contributions that certain scientists of old have made to our way of life and well-being.
4. Organization of body structure a. Cells: The building blocks of body	Understand that cells are the building blocks of the body.
(1) Structure and function (a) General	Cells have similar and specialized functions.
(b) Specialized (2) Types and properties (a) Nerves (b) Muscles (c) Skin (d) Sperm - Ovum (e) Bone (f) Connective tissue	Specialized cells have certain special and unique properties.
b. Organs	Specialized cells unite to form an organ with special functions.
c. Systems (review) (1) Nervous (2) Circulatory (3) Skeletal (4) Muscular (5) Digestive	Organs that cooperate and collaborate to perform a related body function are called systems. Each system has a very special duty to perform to make it possible for man to be a complete human being.
5. Systems that have new significance a. Endocrine (1) Hormones	The endocrine glands control many bodily processes.
(2) Thyroid (3) Pituitary (4) Pancreas (5) Adrenals (6) Gonads (7) Ovaries	The endocrine glands cause emotions to have physical characteristics and properties.

Individual Process (continued)

b. Reproductive	
(1) Cell Structure	(Review cell structure and function to better understand reproduction).
(a) Protoplasm	
(b) Nucleus	
(2) Simplest reproduction	Learn about simple cell division.
(a) One cell: Protoplasm, Amoeba, Paramecium	Learn that certain single cell forms of life can reproduce both sexually and non-sexually.
(b) Simple many cell: Sea sponge and Invertebrates	
(3) Complex vertebrates	
(a) Amphibians	
(b) Birds	
(c) Fish	
(d) Mammals (Human)	Mammals grow offspring inside body and give birth to young.
(4) Fertilization	Fertilization is common to the reproductive process of many classes of living beings.
(5) Female reproductive system	Realize that it is a mark of maturity and mannerliness to be able to discuss human reproduction with calmness and dignity.
(6) Male reproductive system	
(7) Reproductive process	
(a) Menstruation	Menstruation is a normal female physiological process related to the reproductive process.
(b) Masturbation	Masturbation is the handling of genitals for sexual satisfaction.
(c) Nocturnal Emissions	Nocturnal emissions are a natural release for surplus sperm.
6. Interaction of systems	Systems react to and influence each other's functions.
a. Relation of endocrines to behavior	
(1) Speed and violence of emotional behavior	Endocrine glands have an effect on our behavior.
(2) Fight or flight	Fear and worry are very much alike in the way the body reacts.
b. Influence of endocrines to physical	Endocrines initiate differences in build, emotions, and behavior of boys and girls.
(1) Differences between sexes	
(2) Differences in response to environment	
c. Influence of endocrine to growth patterns	

Individual Process (continued)

7. Disease a. Diseases of body (1) Cancer (2) Tuberculosis (3) Hemophilia (4) Mononucleosis (5) Heart and Circulatory (6) Hypertension	Note changes in the types of diseases that man has had. Learn why chronic diseases are the greatest menace to man's health.
b. Immunization c. Means of spreading disease (1) Air (2) Indirect contact (3) Direct contact (4) Water (5) Food (6) Carriers	Learn how spread of disease can be controlled when the way it is spread is known.
8. Influence of heredity on the physical a. Cell b. Fertilization c. Hereditary traits d. Single and multiple births	Many things about you are fixed by the two cells that unite at the time of fertilization. Understand the process that determines multiple births.
B. Emotional Aspects 1. Problems of puberty a. Physical (1) Being different (2) Being awkward	The changes of puberty are normal and natural and they won't give you any trouble if you accept them as just that.
b. Emotional (1) Moods (2) Interests (3) Attitudes (4) Activities	The mystery of growing up is probably overrated; every change has a perfectly natural reason.
c. Social (1) Parents (2) Friends (3) People (4) Opposite sex	If you are sure of your own feelings, you won't have trouble feeling comfortable with others. Becoming interested in persons of the opposite sex isn't unpleasant unless you make it so.
2. Some solutions a. Acceptance of individual norms b. Sense of humor c. Self-esteem d. Selfless service e. Grooming f. Personal hygiene g. Reliable information h. Talking out feelings	You will need to apply some self-control to the situation and make use of some positive techniques that will smooth some of the aspects of the changes that seem difficult.

Grade 6

Individual Process (continued)

3. Unsatisfactory solutions
    a. Alibi
    b. Brag
    c. Exaggerate
    d. Scapegoat
    e. Rowdyism
    f. Rebellion
    g. Sullen

Immature behavior will just get you into trouble and make the change difficult.

II. Social Process

A. Community health
    1. Water supply
    2. Sewage
    3. Air pollution
    4. Sanitation
    5. Recreation
    6. Health

Realize and appreciate the extent that the community agencies work to maintain the cleanliness, health, and general welfare of the people of the town.

Most of these services are accomplished financially through taxation

B. Community safety
    1. Street hazards
    2. Traffic control
    3. Policemen and Firemen
    4. Community planning

    5. Personal involvement
        a. Responsibility for safety of others
        b. Evaluation of cause of accidents
        c. Being a good example
        d. Ways to avoid accidents

Laws regarding safety are passed for your protection.

If you have an accident while you are breaking the law, you are liable for the damages.

No community can be made safe without the active concern of the people who live there.

C. Community agencies
    1. Municipal
    2. Voluntary
    3. Hospitals and Clinics

Cooperate with and volunteer your services to community voluntary agencies.
Service is a noble quality.

D. Interpersonal behavior
    1. Manners
    2. Service
    3. Attitudes

Life is pleasanter when you behave in a mannerly way, when you serve freely, and when you show a genuine concern for others.

III. Family Process

A. Behavior of each family member

The way each member of the family feels effects the happiness of the whole group.

B. Confidence in, affection for, and support of the family

Family loyalty brings the family together in a wholesome way.

Family Process (continued)

C. Caring for and being a good example for younger members	Be the kind of a member you want all the other members to be.
D. Maintaining a safe home	Take responsibility for a safe home environment.
E. Relation of home mindedness to community mindedness	Be a supporter of your home town.
IV. Growth and Development	
A. Physical Growth	
1. Puberty and secondary sex characteristics	Almost am I a man (or woman).
2. Physical growth not steady	Learn that some people are early maturers, while others start late.
3. Individual's own normal schedule	Each person grows according to his own "normal" rate.
4. Influencing growth	Do whatever you can to influence maximum growth.
5. Accepting and adjusting to physical self and rate of maturation	Learn to live with and according to your rate schedule of growth.
6. Influence of heredity and environment to growth	Learn how heredity and environment affect growth.
7. Importance of acquiring new skills (lifetime sports)	Accept the challenge of the need for new skills (mental or physical) and try new activities.
8. Promotion of skill through practice	The development of skills requires practice, practice, and practice.
9. Strength and physical fitness	Strength and fitness in some ways mean the same thing.
10. Importance of posture, proper mechanical use of body	Good posture and graceful movements are valuable qualities.
11. Relation of rest and sleep to well-being	Practice good personal hygiene.
B. Emotional and social development	
1. Acceptance and adjustment to own limitations	Know your emotional weaknesses and try to control them.
2. Emotional control and capacity to face reality: frustration, resentment, anger, tension, failure, etc.	Learn to face problems squarely without evasion or unbecoming behavior.
3. Association with and service to others	Find pleasure in being of service to others.
4. Similarity of likes, dislikes, goals, problems, etc. of young people	Most young people have the same basic needs.
5. Increasing concern for needs of others.	These qualities and many others make young people and adults like to have you around.

Growth and Development (continued)

6. Acceptance of assigned duties and responsibilities
7. Constructive contribution to family group
8. Personal hygiene: self, clothes, room, etc.
9. "Putting best foot forward."
10. Improvement of self-control and self-understanding.

V. Exercises in Exploration of Feelings, Attitudes, Concepts and Appreciations

A. What are the things that make you like certain persons better than others?
B. How do you feel after having done a service for
  1. A member of your family?
  2. A friend?
  3. A classmate?
  4. A school adult?
C. Is it mannerly to feel proud of yourself?
D. Is there anything about your growth pattern that worries you?
E. How do you behave today that is different from the way you acted when you were in the first grade?
F. Make a survey of your classroom, school building, and school grounds and see if you can spot safety hazards.
G. Talk to your parents about home safety hazards.
H. Talk about changes in attitudes, interests, feelings, and behavior that the class has noted.

RESOURCE MATERIALS
Grades 5 - 6

Teachers and Parents Background

A Baby is Born. Maternity Center Association, New York (1964).
Bauer, W. W., M.D., (Editor), *Today's Health Guide*. (1965) American Medical Association.
Bossard, H. S., *The Sociology of Child Development*. (1960). Harper
Crow, Alice and Lester, *Adolescent Development and Adjustment*. (1956) McGraw-Hill.
Davis, Marine, *Sex and the Adolescent*. Permabooks (1960).
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Gesell, A., *The Miracle of Growth*. Pyramid Royal Books.
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Hovighurst, Robert J., *Developmental Tasks of Adolescents*. David MacRay, Incorporated, 119 West 40th Street, New York City.
Lerrigo, Marion and Cassidy, N. A., M. D., *Doctor Talks with 9 - 12 Year Olds*. Milex Products or Budlong Press.
Lerrigo, Marion and Southard, Helen, "*Parents' Responsibility*." American Medical Association (1962).
Levine, M. and Seligman, J., "*Helping Boys and Girls Understand Their Sex Roles*." Science Research Center.
Newgarten, B., *Your Children's Heredity*. Science Research Association.
Randal, J., *All About Heredity*. Random House (1963).
Redl, I., *Pre-Adolescents - What Makes Them Tick*. Child Study Associates.
Siecus Study Guides: *Sex Education*
Homosexuality
Masturbation
Ullman, , *Life With Brother and Sister*. Science Research (#5-737).

Texts and Teaching Units

Bobbs & Merrill Health Series
- (5) *Health and Living*
- (6) *Health and Happiness*

Ginn & Company Series: Health For Better Living:
- (5) *Keeping Healthy and Strong*
- (6) *Team Work for Health*

Laidlaw Health Series
- *Health 5*
- *Health 6*

Lyons and Carnahan Health Series
- *Finding Your Way*
- *Choosing Your Goals*
- *Understanding Your Needs*

Students (Books and Pamphlets)

A Boy Today - A Man Tomorrow. Optimist International, St. Louis, Missouri.
Bauer, W. W., *Moving Into Manhood*. Doubleday (1964).
Beck, Lester F., *Human Growth*. Harcourt, Brace and Company.
Boyer, Donald, *For Youth to Know*. Laidlaw Brothers (1966).
Cockefair, E.A., and A.M., *Story of You*. Milan Publishing Company, Madison, Wisconsin (1955).

Students (Books and Pamphlets) Continued

De Schweinitz, Karl, Growing Up. McMillan and Company (1965).
Genne, E. and W., Sex Facts for Adolescents. Christian Education Service, Nashville, Tennessee.
Glasmer, Bernard, All About the Human Body. Random House (1958).
Growing into Manhood. Association Press (1954).
Growing Up and Liking It. Personal Products.
Johnson, Eric, Love and Sex in Plain Language. Lippincott.
Jones, Marion, "Very Personally Yours." Kimberly Clark.
Jones, Marion, "You're a Young Lady Now." Kimberly Clark.
Lerner, M., Who Do You Think You Are. Prentice Hall, Incorporated (1963).
Lerrigo, Marion and Southard, , "A Story About You." American Medical Association and National Education Association (1964).
Levine, Milton and Seligman, Jean, The Wonder of Life. Golden Press (1952).
Levine, Milton and Seligman, Jean, The World of a Girl. Golden Press (1962).
Louber, Patricia, Your Body and How it Works. Random House (1962).
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Unger, Arthur, What Girls Want to Know About Boys. Grosset and Dunlap (1962).
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As Boys Grow. Medical Arts Productions, Stockton, California.
Body Care and Grooming. McGraw - Hill.
*Boy to Man. Churchill Films (School Audio-visual Library).
Circulation and the Human Body. Churchill Films.
Day Life Begins, The, Carosel Films.
*Girl to Woman. Churchill Films.
*Growing Up (Pre-Adolescent). Coronet (Text Film Preview Library, Hightstown, New Jersey).
*Heart and Circulation, The
*Human Body. Digestive System, The Coronet.
*Individual Change. (Readings on Film).
Its Wonderful Being a Girl. Education Department, Box 6, Personal Products, Miltown, New Jersey.
Menstruation. Medical Film Library, Bethesda, Maryland.
Miracle of Reproduction. Sid Davis Production, 1418 North Highland Avenue, Hollywood, California.
Molly Grows Up. Medical Art Production.
Reproduction Among Animals. Encyclopedia Britannica Films, Incorporated.
Reproduction in Animals. Coronet Instructional Films, Chicago, Illinois.
*Story of Menstruation. Walt DisneyProductions, Incorporated, 477 Madison Avenue, New York City.
*Teeth Their Structure and Care. Coronet.
Thread of Life, The Bell Telephone Company, 195 Broadway, New York City.
Wonder of Reproduction. Moody Institute of Science, West Los Angeles, California.
You and Your Eyes. Walt Disney Productions.

*In Central Office Audio-visual Library

Resource Materials - Grades 5 - 6

Filmstrips

*Confidence (Menstruation) (Health Kit)	Personal Products Corporation
Especially for Boys.	Werler Films
*Individuals Change.	L. W. Singer
*Life Begins: Human Reproduction.	Eye-Gate House.

Transparancies

Heredity	3M Company
How Life Begins	3M Company
*Human Skeletal System	National Educational Visuals
*Human Muscular System	National Educational Visuals
*Human Circulatory System	National Educational Visuals
Individual Health and Family Life	3M Company
Range of FamilyCharacteristics	3M Company

Slides (35mm.)

How Babies are Made	Creative Scope, Incorporated.

*In Central Office Audio-visual Library

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EDUCATION IN HUMAN GROWTH
AND DEVELOPMENT

The Interrelationship of
PHYSICAL GROWTH
EMOTIONAL MATURATION
and
SOCIAL DEVELOPMENT
and its Influence on
HUMAN BEHAVIOR

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Development Committee

F. Evert Bartholomew
School Social Worker

Ruth L. Blanche
Science Instructor

Thomas H. Bradley
Health and Physical Education Instructor

James I. Broughton
Principal of Edgemont School

Barbara J. Cummings
Health and Physical Education Instructor

Kenneth L. Fish, Ed.D.
Principal of Montclair High School

George Lefkandinos
Science Instructor

Genevieve O. Littlefield, R.N.
School Nurse

Donald D. McElroy
Administrative Assistant to Superintendent

Robert H. Muller, M.D.
School Physician

Stuart E. Plotnick
Principal of Watchung School

Ramon A. Salcines
School Psychologist

Harry G. Oestreich, Ed.D. - Chairman
Director of Health Services, Supervisor
of Health and Physical Education

PHILOSOPHY

One of the objectives of education is the development of skills, understandings, appreciations, and attitudes that find expression in mature, stable, and wholesome interpersonal behavior. The interaction of physical growth, emotional maturation, and social development is a complex and intricate process that requires careful planning and skillful teaching.

This developmental program, because of its broad connotation, cannot be limited to a series of units of instruction assigned to a specific subject area. Rather, this process has implications for many, if not all, of the instructional segments of the educational program (e.g., health education, physical education, sciences, social studies, home economics, health services, counselling services, child guidance, etc.). Each area of the curriculum can make a contribution that is unique to its subject content and/or methodology. As an example, in the area of eighth grade science, the study of reproduction and the endocrine glands follows as a natural sequence the instruction given relative to the other systems of the body.

In addition, the physical changes that take place in the body as a part of the human growth cycle have implications for personality development. When the student recognizes and accepts these changes in growth and function as normal activities, there is a greater likelihood that his personality structure will be relieved of some of its tension and anxiety. It is in this context that sex education and sexuality will be introduced as a part of the developmental program.

Sexuality, being an important dimension of personality which involves maleness or femaleness, has expression in behavior from infancy and persists throughout the complete life cycle. Sexuality is the quality of living as a sexually motivated human being that environment and heredity have nurtured.

Education in human sexuality aims to guide students in the development of the sexual aspect of the personality to a level of maturity that fosters responsibility, dignity, and respect in human relationships.

Education in personal and social development of which sexuality is a part begins in the home. Role images are developed at the pre-school age that serve as guidelines for behavior throughout life. The school aims to assist parents by promoting an educational program that provides knowledge, understanding, and appreciations that serve as a basis for the development of wholesome and mature man-woman behavior.

Because an individual is a member of a family, has religious affiliations and is a member of the social community, his development will continue to be influenced by these out-of-school socializing agencies. For this reason, the healthy growth and development of the individual from the dependent infant to the poised, self-confident, and self-assured adult require that schools recognize the home, the church, and the community as partners in this effort. These groups have a responsibility to this developmental program that cannot be avoided.

AIMS AND OBJECTIVES

The purpose of education in human growth and development is to:

1. Provide information regarding
    a. The human body and its functions.
    b. Growth and development - physically, emotionally, intellectually.
    c. The reproductive process.
2. Explore the factors that influence interpersonal relations in the following roles:
    a. Family (as dependent member)
    b. Friendship
    c. Associate and acquaintance
    d. Stranger
    e. Boy-girl
    f. Man-woman
    g. Family (adult)
3. Introduce consideration for the intricacies of:
    a. Heredity and environment
    b. Psychological concerns
    c. Personality (its development and expression)
    d. Responsibilities of maturity
    e. Human interdependence
    f. Cultural investigation of family structure

The above developmental program will be taught in such a manner as to promote:

1. Wholesome anxiety-free attitudes toward human sexuality as a natural function of living.
2. A patterned sex role:
    a. Characterized by maturity, judgment and confidence.
    b. Sufficiently flexible to understand and respect the behavior patterns of others to assure a rewarding and satisfying boy-girl and man-woman interrelationship.
3. An understanding, appreciation and respect for the body and its natural functions that will lead to healthful living and reduce the possibility of excesses.
4. A concern for the rights, interests, and welfare of others framed in the context of human interdependence.
5. Codes of social and cultural values and standard of behavior that act as guidelines for interpersonal relations that particularly emphasize boy-girl and man-woman behavior.

SUGGESTED METHODS OF PRESENTATION

Assigned reading: Articles, pamphlest, texts, etc.

Audio-visual materials:

- Films
- Filmstrips
- Posters
- Recordings
- TV
- Radio

Discussion and panel:

- Problems suggested by students.
- Problems suggested by teacher
- Problems resulting from other educational and/or personal experiences.
- Problems solicited through testing and/or opinion poll.
- Problems resulting from misconceptions.

Question and answer box technique.

Current topics allied to sex education in newspapers, magazines, movies, television, radio, etc.

Lectures

Outside specialists, speakers, etc.

Projects in science, biology and zoology, health education.

Role playing

Incidental teaching ("Teachable Moments")

Trips

Polls and opinionnaires

GRADE 7 - Mental Health

I. A Study of Personality	
A. Personality: Definition	Personality is the total self. Personality includes the mind, body, feelings, attitudes, beliefs, appearances, hopes, and aspirations.
B. Factors that influence personality	
1. The body and how it functions and its physical make-up	Personality is partly determined by physique (size, features, coloring, general structure).
2. Heredity a. Meaning	The physical parts are mainly determined by heredity.
b. Mechanism of transmission	Heredity is the process of passing on traits and physical characteristics from parents to children.
c. Temperament (1) Meaning (2) Differences	Temperament is partly determined by heredity.
(3) Somatotyping	Newborn babies differ: some are placid, while others are high-strung. Note the differences of thresholds of tolerance for discomfort and frustration.
(4) Body chemistry	Psychologists and physiologists believe that people differ in their body chemistry and glandular function, making for differences in individual's temperament.
d. Inherited aptitudes	Certain aptitudes are inherited, making it easier to excell in these activities.
(1) Muscular coordination	Organic muscular coordination has an effect on the ability to develop athletic skills.
(2) Sensitivity to rhythm	Combined with muscular coordinates, rhythmic sense plays a part in an aptitude for dancing.
(3) Sensitivity to tone, rhythm, and pitch	A sense or tone, rhythm, and pitch influences musical aptitude.
(4) Difference in intelligence	Differences in intelligence play a role in the aptitude for learning new ideas and solving problems.
(5) Other unusual abilities	It may be that certain inherited qualities combine to create an ability in art.
e. Environment	
(1) Surroundings (a) Home (b) Block	Environment means the physical world around one and the experiences that one has.
(c) Street (d) Community	Environment influences life from birth to death.
(e) School (f) Church	The characteristics of environment contribute to the development of the kind of person one is.

(2) Experience (a) Activities (b) Socio-economic (c) Home training (d) Friends and acquaintances (e) Training and education (f) Food (g) Disease and illness (h) Injuries	The environment has some influence on physical development, and it has a great deal of influence on temperament and aptitudes. Experiences that will play a part in determining present and future make-up are: food, illnesses, and accidents.
(i) Glandular differences (j) Self image (k) Social concepts	Temperament is influenced by glandular differences. Temperament is influenced by feelings about oneself and about other people and the way one is satisfied or dissatisfied with his role in life and living.
C. Skill development 1. Differences between aptitudes and skills 2. Skill development and practice a. Athletics b. Music c. Dance d. School work e. Creative art, etc.	Although one inherits an aptitude for a certain type of activity, real skill to perform effectively in any endeavor can come only as a result of effort and practice. Practicing a skill properly is the only insurance that one will perform at a level that most nearly approaches his potential.
D. Self-appraisal 1. Honest evaluation of self for strengths and weaknesses a. Knowledge b. Attitudes c. Behavior (skills) 2. Program of improvement	Analyzing strengths and weaknesses is a profitable experience, especially when outlining a program of self-improvement. It is comforting to know that abilities can be improved even in the areas in which one is not naturally apt; but, it takes a will and an effect to carry such a program to completion.
E. Sexuality 1. Definition	Sexuality is that part of one's being that is influenced by the maleness or femaleness that one possesses.
2. Sexual being	One functions as a sexual being in different ways and at different ages. Maleness and femaleness influence behavior.
3. Interpersonal behavior	Seventh grade boys and girls respond to each other, person to person, in very different ways, because the onset of maturity (puberty) comes at different times. Girls mature earlier than boys.

F. Social needs	All humans have similar basic social needs which are important determinants of behavior.
1. Affection	These basic needs (the 3 A's) are affection, acceptance, and achievement.
a. Loved by parents and family b. Liked by friends	Affection is the need to feel loved by one's parents, family, and friends.
c. Acquisition of a feeling of love by babies (1) Cuddled (2) Fed lovingly	Babies need to *feel* love (tactile).
d. Effect of parental love on personality	How parents extend their love in early childhood influences the child's personality as much as heredity. This early love influences behavior as much as anything that happens the rest of one's life (teen-ager or adult).
e. Less family (parental) dependence	As one grows older total dependence on parents is gradually supplemented by other people whose affection one craves. No one is really independent of parents and family. Satisfaction of need for affection is important to mental health.
2. Acceptance	Acceptance is the need to like oneself as he is and the need to be accepted by others for what he is.
a. Parental influence	Acceptance is determined in part by the way parents accepted the child; however, he can also improve on his self-acceptance.
b. Self-acceptance	Self-acceptance is perhaps the most important single factor in determining mental health.
c. Accepted by others	One needs to feel accepted by other people, particularly those with whom he chooses to associate.
d. Accepted by peers	At the adolescent level, in and out of school acceptance by peers is more important than being accepted by adults.
G. Examples of environmental influence	
1. Acquisition of accent and language of family 2. General adoption of family accents 3. Ready acceptance of religious and political beliefs of parents 4. Influence of values, attitudes, and prejudices of home 5. Widening environment a. Contact with other people	The home and family are major sources of influence that establish the basic patterns of development: language, religious, value codes, etc. As one grows older his environment widens and he is influenced by many people and a variety of unique experiences.

b. Circumstances that influence our beliefs and attitudes (1) Friends (2) Teachers (3) Books (4) Religious leaders (5) Radio, TV (6) Religious, political and social movements	Gradually one becomes more atuned to the characteristics and forces of his social, political, and economic order.
II. Behavior and the Basic Needs that Cause Behavior	
A. Some reasons for behavior 1. Desire for pleasant feeling a. Sports and games -- doing b. Music -- listening c. Art and nature -- seeing	Some behavior can be explained by the desire for the pleasant feeling that accompanies the act.
2. Desire for comfort a. Coolness in summer b. Warmth in cold weather c. Relaxation	The desire for body comfort causes one to seek out certain situations and circumstances that satisfy this need.
3. Goal seeking a. Work to acquire money or grades b. Walk, ride, bike, or auto to get somewhere	Some behavior can best be explained by one's belief that the action leads to a desired goal.
4. Basic biological drives a. Hunger -- eat b. Thirst -- drink c. Puberty -- sex	The drives resulting from physical and sexual maturity introduce new and complex personal problems.
5. Desire for safety a. Special equipment and apparel b. Safe environment c. Safety rules d. Safety-mindedness	To wear protective apparel, to recognize and avoid dangerous situations, and act according to the hazard of the situation or circumstance will reduce accidents.
B. Achievement	The need for achievement means the need for a feeling of success in some of the things one does.
1. Recognition for doing something well	The extremely satisfying feeling of having done something well is important to the development of a feeling of self-worth, a necessary ingredient to mental health.
2. Working with special aptitudes a. Athletics b. Dancing c. Writing d. School work e. Dramatics f. Art g. Reading h. Creating projects	One way to satisfy this need is to work with the special aptitudes one possesses.

3. Competency in a hobby	Another way to fulfill the need for achievement is to develop competency in a hobby.
a. Photography	
b. Stamp collecting	
c. Coin collecting	
d. Chess playing	It is natural and healthy to spend time at activities one likes to do.
e. Special knowledge about baseball players or movie stars	
4. Avoiding poorly done activities	Because one wishes to avoid frustration, it is sometimes wise, temporarily, to avoid doing things one does poorly.
a. Recognizing Weaknesses	
b. Working at improvement	Because the skills needed to do a new task are difficult or even unpleasant, one needs to overcome this feeling by practicing the skills to acquire sufficient competence to eliminate these negative feelings.
5. Improvement	There is a special feeling of accomplishment, when both the individual and others recognize that an action or activity is being performed in a more skillful manner.
III. Special Problems of Boys and Girls in Seventh Grade	
A. Age of seventh graders	Most seventh graders are twelve years old, or nearly so. A few are a year or two older.
B. Body changes due to puberty	The maturation process (puberty) has already begun for some students and the rest will be making a start very soon.
1. Body hair	
2. Sweat glands (acne)	
3. Deeper voice	
4. Sexual maturity (menstruation)	The development of secondary sex characteristics often give young people cause for concern.
5. Development of breasts	
6. Boys (more muscular)	
7. Girls (broader hips)	
C. Rote of change	
1. Earlier maturation of girls	Girls mature on an average of two to three years before boys.
a. Onset	
b. Growth spurt of early adolescence	Girls have early adolescent growth spurt before boys and often girls are taller than boys.
c. Sexual maturity	
(1) Dating habits	Girls reach sexual maturity well ahead of boys who are in their classes and thus they become interested in dating and social activities of a romantic nature with older boys.
(2) Social interests	
	Boys of the same age are not interested when there are differing maturity levels.
2. Variations between persons of same sex	Children of the same sex can reach puberty four or five years apart.

D. Adolescent awkwardness	
1. Awkward	Learn that natural awkwardness creates uneasiness in boys and girls who mature early and in boys and girls who mature very late.
2. Uneven body development	Learn that this awkwardness is generally caused by the rapid and uneven maturation and growth patterns of the body and it is this irregular change that causes young people to have the feeling of awkwardness and clumsiness during this period.
E. New relationships	New relationships with people develop during adolescence.
1. Parents	Tension and conflict with parents is sometimes great.
2. Siblings	Relations with brothers and sisters can be difficult.
3. Friendship with persons of same sex	Friendships among people of the same sex can become especially important during early adolescence.
4. Boy-girl	Learning to handle increasing interest in the opposite sex can be embarrassing, confusing, exciting, and/or interesting.
F. Review of sex education facts 1. Changes in body that come with maturity 2. Physiology of reproductive systems a. Male b. Female	(This is a good time to review the information, attitudes, and understandings related to human sexuality and reproduction.) An understanding of the reasons for cultural and social values related to sex behavior is essential to the development of personal standards.
G. Adjustment to changes 1. In home 2. In school 3. In community	The adaptations that are necessary to meet the variations in the behavior patterns that are expected of students at different school levels are not always easy to make (e.g., seventh grade and elementary school).
IV. Examining Painful Feelings and Unpleasant Situations	
A. Fear	
1. Fearful situations a. Visit to dentist b. Shots from a doctor c. Dark d. Dogs and cats e. Being hit by car f. High places	Everyone can name situations which caused fear.

2. Constructive fear a. Strange animals b. Mysterious strangers c. The unknown	Constructive fears are normal anxieties that serve as a protection from pain and danger.
3. Forgotten causes a. False impressions b. Exaggeration of danger c. Forgotten experiences	Sometimes a person is more fearful than seems appropriate to the situation. Such fears may be caused by previous experiences which cannot consciously be recalled.
4. New and difficult situations a. Making a speech b. Acting in a play c. Asking a teacher for a favor d. Standing up for your rights when you may be criticised for doing so e. Meeting new friends f. Going to dances or parties	Fear of new and difficult situations is an experience common to all people. Reasonable self-confidence and self-assurance will minimize fears. Develop social skills to handle social problems.
5. Strange and unknown a. Superstition b. Prejudices	Fear is the basis of superstition. Sometimes one is taught to fear people who are different in customs, religion, color of skin and nationality. Fear of the strange is very normal, but to fear people whom we don't need to regard as dangerous creates tension.
B. Anger 1. Parent's refusal of a request	There may be many everyday experiences that cause anger.
2. Orders to do a task--an unpleasant task 3. Criticism of behavior 4. Criticism of friends	Parents, teachers and friends can cause one to become angry by asking or telling one to do things he really doesn't want to do.
5. Annoyance by brothers and sisters 6. Unjust accusation 7. Inability to do something right 8. Fear of doing something one really wants to do 9. Teasing or ridiculing by others.	To be teased or ridiculed is often a most annoying situation.
C. Embarrassment 1. Awkwardness, foolishness	Embarrassment is another unpleasant feeling.
2. Foolishness 3. Dishonesty 4. "Caught in act"	Embarrassment temporarily deflates one's self-image.
D. Discouragement 1. Expecting event to turn out badly	Feeling discouraged is unpleasant.
2. Feeling hopeless about acquiring a skill or mastering a situation	It is not always easy to pick up the pieces and kekp trying.

E. Reactions to strong painful, unpleasant feelings
  1. Physical
    a. Faster pulse
    b. Flushed face
    c. Glandular secretions
  Note (See Scott, Foresman, Health For All, Grade 7, pp.227, 225-226)

There are even bodily changes that are a part of a reaction to strong painful feelings.

  2. Compensations

There are many methods of responding to situations in which emotional needs are met.

F. Cause of behavior
  1. Difficult to find reasons

There are always reasons for behavior, even when they seem undesirable and self-defeating.

  2. Involvement of forgotten events

Reasons for personal actions are sometimes hard to figure out; they may relate to events long forgotten.

  3. Conscious and unconscious mind

Understanding the conscious and unconscious mind helps to appreciate how past events influence feelings and actions.

V. Examining Pleasant Feelings and Situations

A. Rewards and praise
  1. Intrinsic value
    a. Medals
    b. Money

Receiving a reward for highly valued behavior or achievement is a satisfying experience.

  2. Symbolic value
    a. Certificate
    b. Diploma
    c. Citation
    d. Grade

A reward can be of material value or it can be a symbol, such as a school grade.

  3. Praise
    a. Sincerity
    b. Source

Praise is a kind of reward that can be very pleasant to receive, especially when it is from an esteemed person such as a parent, or teacher, or friend.

B. Self-rewarding characteristics of success

The attainment of a goal that has been self-set or a success that has been achieved in a game or a task can be satisfying and pleasant to an individual by itself, without necessarily needing external recognition.

C. Response to affection

The realization that one is liked by a friend--or by an adult--can be very pleasurable.

Romantic love is sometimes intensely exciting and pleasurable.

D. Pleasantness of being comforted	Comfort is a special kind of affection which is extended when one is feeling pain or anguish from a physical or emotional hurt. It often reduces the pain and may even sometimes produce a feeling of both pain and pleasure at the same time.
	During early childhood, comforting from parents was usually accompanied by caressing and other physical contact which greatly enhanced the pleasantness of the act.
E. Physical pleasures	There are many kinds of pleasurable feelings that come from our bodies.
F. Exercise 1. Exhilaration 2. Well-being	One kind of pleasant physical feeling comes from exercise such as from sports, dancing, and playing.
G. Sensations of touch 1. Warmth when cold 2. Cool breeze when hot 3. Shower when tired or dirty 4. Certain textures of clothing	Soothing feelings come from certain body contacts with temperature or texture.
H. Body contact with other people	Body contact with people who are loved and admired is a pleasant and important experience.
1. Infants	A small child depends on his parents to hold and cuddle him as a show of affection. Later, the child enjoys sitting on his parent's lap, holding his hand while walking, or by being hugged.
2. Twelve-year-olds	Even twelve-year-olds know the good feeling of a pat on the back, a kiss from mother, or an arm around a pal.
3. Adults	Body contact with admired persons of the opposite sex will become increasingly important in the next few years.
I. Sexual contacts 1. Holding hands 2. Touching 3. Dancing	Sexual satisfaction generally goes through varying stages of intimacy: hand-holding, then touching, and then dancing.
	Sometimes young adolescents even hit each other as a show of affection.
4. Romantic interest	Romantic interest in special person moves into a stage of kissing, necking, and petting.
5. Sexual intercourse	Society usually reserves sexual intercourse, the greatest intimacy of all, for marriage, when for both husband and wife it can be an extremely pleasant physical and emotional experience.
	When the right relationship and readiness are not present, sexual contact may be a very unpleasant experience.

J. Self-soothing 1. Sore 2. Itch 3. Muscle	In addition to pleasant contact with other people, there are many physical ways people soothe themselves. Rubbing a sore, scratching an itch, and stretching when cramped are all pleasant sensations.
4. Infants - exploration	Babies automatically explore their bodies with their hands and find some spots are more pleasant to touch than others.
5. Erogenous zones	The genitals and breasts are examples of "erogenous zones, which are especially sensitive to the touch.
6. Masturbation	Self-stimulation of the genitals is called masturbation. Although most young people have discovered masturbation as a pleasure-producing sensation on their own, it is a widely misunderstood and often condemned practice. Different groups have different moral attitudes toward masturbation, usually dependent on home and religious teachings. Doctors and physiologists agree that there are no harmful physical effects to the genitals or to the later sexual ability of the individual that comes from masturbation.
K. Psychic value of pleasant feelings	The experience of pleasant feelings, physical and emotional, is the result of having emotional and physical needs met. Such feelings promote a sense of happiness and enhance self-respect. A feeling of well-being and contentment makes the whole body function better: digestion, heart and blood pressure, nervous system, and thinking processes.
VI. Getting Along With Others as a Mental Health Concept	
A. Social creatures	From the moment of birth, humans need contact and relationship with other people.
B. Babies 1. Completely dependent 2. Immediate gratification of basic needs 3. Relating to family 4. Self-centered	Babies are entirely self-centered, interested only in having basic needs gratified. Within a few months, an infant knows and relates to the adults who regularly gratify his need for food, love, and physical comfort.

5. Gradual changes during maturation process	With age, a person gradually becomes increasingly concerned about the needs of others and this feeling is accompanied by a desire to do things to please them; however, at the same time, he continues to demand a fulfillment of his own needs.
C. Parental love 1. Care 2. Protection	As parents, the situation is reversed. Parental love makes fathers and mothers do things for their children at enormous sacrifice of their own pleasures and desires.
D. Interpersonal relations 1. Consideration for others	Twelve-year-olds are old enough to comprehend the concept of consideration for others as a necessary ingredient for social living.
2. Cooperation a. Sports and games -- teamwork b. Family life -- "give and take"	Most human activities call for consideration of others and a cooperative spirit.
c. School work (1) Dramatics (2) Clubs (3) Newspaper (4) Class discussions	Cooperation is necessary for projects at school.
3. The other person's viewpoint	Consideration involves being able to put oneself in the other person s place -- seeing his viewpoint.
E. Desirable personal qualities 1. Cooperation 2. Kindness 3. Flexibility 4. Sense of humor 5. Open-mindedness 6. Honesty	Some people are liked more than others because they have characteristics that are appealing.
F. Concept of empathy 1. Being treated unpleasantly 2. Being teased or ridiculed for appearing to be a little different from others. 3. Being criticised or scolded in the presence of friends 4. Accepting the "Golden Rule"	Empathy is the state of being closely involved with the feelings, interests, problems, and needs of others and sympathetic to their viewpoint and reactions. This kind of feeling makes it easy to see why the "Golden Rule" is good psychology.
G. Importance to society	Getting along with others is important to society and civilization.
1. Relation of community conflicts and disrespect	Community conflict can be reduced by respecting people with differing opinions and ways of life.

2. Unfair and unkind treatment	Great personal unhappiness, with consequent damage to mental health, results when individuals or groups with power are unfair and unkind to other individuals or groups in society.
3. Prejudice (prejudging)	Prejudice means holding firm to an opinion for or against someone or something and being unwilling to consider relevant facts that suggest a different conclusion.
4. Bigotry	Bigotry is the obstinate holding of an opinion or belief and being intolerant of a different opinion and rejecting people who have a different opinion.
5. Discrimination a. Unequal treatment b. Unrealistic reasons	Discrimination means treating people differently without concern for their ability in the matter of receiving equal service or opportunity.
6. Civil rights a. Personal dignity and worth b. Social equality c. Legal rights, privileges and responsibilities	The civil rights movement is the attempt of groups of people to make other groups of people or governmental agencies give them the rights that have been written into law as belonging to everyone, but which have not been implemented in everyday life and living for all people.
d. Objectives of Negro civil rights movement	In our society today, we think mainly of the civil rights movement as being the attempt of American Negroes to get their rights in housing, employment, recreation, and travel, which are in fact denied although they have been declared legally available to all citizens of our nation.
H. Need for international cooperation	Understanding is essential to cooperation.
1. War as a way of settling disputes a. Disruptive	Learn that the continuation of war as a way of settling international disputes is perhaps the most serious obstacle that stands in the way of the happiness of people.
b. Distructive	Imagine living in cities and countrysides that have been ravaged by war .
c. Dislocation of people	People unwanted by the winners and the losers of a war suffer untold misery.
d. Creation of new problems	Arbitrary establishment of boundaries is seldom gracefully accepted.
2. Threat of nuclear war a. Hiroshima) used b. Nagasaki) c. Stockpiling (threat)	The development of nuclear bombing devices makes possible the distruction of a whole nation or a whole continent.

I. Application of principles of interpersonal behavior to international behavior	The same principles that apply to the getting along with people on a personal basis also apply to the relations between nations. Survival of man on this earth may depend on the improvement of his ability to get along with his fellow man.
VII. Mental Illness	
A. General introduction	
1. Definition	Whenever a person's behavior is so unusual or unpredictable that other people in society cannot be sure that the person can take care of himself; or, if people believe that the person is liable to seriously interfere with the normal life of other people, he is called mentally ill.
2. Classification	
a. Organic	When mental illnesses are caused by glandular or neurological disorder or by chemical poisons in the body, they are classified as organic.
b. Functional	Most mental illnesses are called functional,because there is no known physiological cause.
B. Neurosis	
1. Mild disturbance	Neurosis is not a sufficiently severe disturbance to keep a person from functioning fairly well.
2. Neurotic reaction	Whenever a person responds to a situation or behaves in a manner that is caused by distorted ideas in his own mind rather than the realities of the situation, he is experiencing a neurotic reaction. If we use this definition, all of us are a little neurotic.
3. Causes of neurotic behavior	
a. Chronic anxiety or tension	Recognize neurotic behavior of people.
b. Chronic or repeated dishonesty	Appreciate the fact that all of us at some time or other react neurotically.
c. Habitual meanness or cruelty	
d. Severe, unreasonable fears (phobias)	
e. Excessive cleanliness or uncleanliness	
f. Tics (involuntary muscular twitches)	
g. Chronic nail-biting	
h. Bed wetting beyond early childhood	

4. Hidden causes

Neuroses are believed to be caused by inner conflicts between opposing desires and values which are hidden from our conscious mind.

C. Psychosis

Mental Illness is an illness that can be treated and often cured in specialized hospitals.

1. Misconceptions
    a. Crazy
    b. Insane
    c. Disgraceful

Common terms (crazy) used to describe mental illness and imply that one should be ashamed when a family member had been or is being treated for mental illness.

2. Three major groups of functional psychoses
    a. Schizophrenia
        (1) Seclusiveness
        (2) Withdrawal from life
        (3) Living in dream world
        (4) Ignoring or unaware of reality
        (5) Sometimes disoriented

Schizophrenia is a mental illness that results in varyibg degrees of detachment from reality of life.

    b. Manic-depressive
        (1) High and low personality
        (2) Manic phase (high)
            (a) Sing and shout
            (b) Move about rapidly
            (c) Talk incessantly
            (d) Destroy and injure
        (3) Depressive phase (low)
            (a) Sadness
            (b) A feeling of unworthiness
            (c) Possibility of suicide attempt

The manic-depressive mental illness is characterized by a fluctuation from normal to excited behavior or from normal to depressed reactions.

Not many patients are both manic and depressive.

    c. Paranoia (systemized delusions)
        (1) Delusions of grandeur
        (2) Delusions of persecution

Persons who suffer from this illness experience persistent and patterned delusions.

Since schizophrenics also have delusions, many paranoiacs are classified as schizophrenics.

D. Other types of mental illness

1. Senility disease of old age
    a. Forgetful
    b. Loss of memory
    c. Regression of advanced cases into what is called "second childhood"

When old people begin to lose the capacity to function mentally, they are said to be senile.

2. Paresis (advanced form of syphillis) a. Brain deterioration b. Progressive loss of memory c. Poor judgment d. Possible showing of signs of paranoid reactions	When a case of syphillis is untreated for years, paresis will develop.
3. Alcoholism	Alcoholism has both physiological and psychological aspects that cause certain behavior aberrations.
E. Early childhood causes	
1. Discovery of new causes 2. Effects of early childhood experiences 3. Influence of experiences locked in the unconscious mind	An unhappy and abnormal childhood is related to mental illness in later life. One cannot always identify the experiences or situations in early childhood that caused specific abnormal behavior because they reside in our unconscious mind.
F. Treatment 1. Mental hospitals 2. Drugs 3. Psychotherapy 4. A sheltered environment 5. Electric shock 6. Body chemistry	There are a variety of treatments for mental diseases.

GRADE 8 - Heredity and Environment (Physical Science)

I. The Cell A. Structure B. Function C. Chromosomes D. Genes E. Reproduction	All living matter is made up of cells. Chromosomes control and regulate cell function. Genes provide the hereditary factor.
II. Cell Organization A. Similarities B. Specialization	Cells can function independently or work as a specialized unit.
III. Heredity A. Gene function	Certain physiological characteristics and structural tendencies are inherited. The genes play a major role in this process.
B. Mendalian Law	Hereditary traits are passed on in compliance with specific patterns and probabilities.
IV. Twins and Multiple Births A. Identical B. Fraternal	I understand the processes involved in the reproduction of twins and multiple births.
V. Environment A. Nurture B. Nature	The environment we live in and the experiences we have influence our physical, mental, emotional, social, and personal development. Psychodynamics of personality development.
VI. Maturation and Behavior	Behavior is patterned by the structure, design, and texture of our personality.

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7 - 8

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#3 Masturbation
#4 Characteristics of Male and Female Sexual Response

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- Laidlaw Health Series
  - Health 7
  - Health 8
- Lippincott Health Series
  - Health Science 1

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Biography of the Unborn.	Sid Davis Production
Boys Beware.	Coronet
Control Your Emotions.	McGraw-Hill Films
*Facing Reality.	Sid Davis Production
Girls Beware.	E. C. Brown Trust
Human Growth.	E. C. Brown Trust
Human Heredity.	
Innocent Party, The	
Invaders, The	
*Making Your Own Decision.	Coronet

*In Central Office Audio-visual Library

Films - (continued)

*Meeting the Needs of Adolescents.	McGraw-Hill Films
Off to a Beautiful Start.	Modern Talking Pictures
*Outsider, The.	
Physical Aspects of Puberty.	McGraw-Hill Films
Quarter Million Teen-Agers, A.	Churchill Films
*Social-Sex Attitudes in Adolescents.	McGraw-Hill Films
Thread of Life, The (Part I).	Bell Telephone Company
Understanding Your Emotions.	Coronet
Your Body During Adolescence.	McGraw-Hill Films

Filmstrips

Being Responsible for Sex and Love	
Responsible Sexual Attitudes	
Responsible Sexual Behavior	
Values for Teen-agers: The Choice if Yours	Guidance Associates

*In Central Office Audio-visual Library

Introduction to Grades 9 - 12

Adolescence is an uncertain time between childhood and adulthood, when physical, emotional, and social conflicts absorb the major portion of time and energy. Social and cultural demands and standards of conduct contribute to the crisis environment; and without an avenue of escape, the horns of the dilemma are razor sharp and threatening. Youth's natural inner needs, interests, motivations, goals, and desires compound the conflict situation. Trapped between the desire for emotional independence from the home and the necessity to maintain complete economic dependence on parents, the adolescent is frustrated and rebellious. Thrust into a peer-motivated behavior that competes within an adult dominated social and cultural climate is tension provoking. Impatient with the social order for delaying adult identity with all of its responsibilities and privileges, teen-agers resort to peer-devised girations to highlight their annoyance.

It is through this trying period that Education in Growth and Development aims to contribute to the development of wholesome, considerate, thoughtful, and balanced adults in spite of the handicaps of incomplete prior education and training and the inconsistency of social and cultural demands.

The aim of this developmental education program is to provide information pertinent to life, to develop concepts as handy tools of thought and to provide opportunities for interaction and decision making that will relieve this period of some of its conflict and tension and create an environment more conducive to stable emotional and social childhood.

GRADE 9 - (GIRLS) - Maturity: Characteristics and Responsibilities

- I. Strange New Feelings
  - A. Right or wrong?
  - B. Sex and Society

- II. The Many Attitudes Toward Sex
  - A. Parental Attitudes
  - B. Double Standards
  - C. Negative Attitudes
  - D. Faulty Presentations
  - E. Sex Education in the Schools

- III. You Are a Girl
  - A. The Female Sex Organs
  - B. Menstruation
  - C. Internal and External sanitary napkins
  - D. Pelvic Examinations
  - E. Feminine Cleanliness
  - F. Pregnancy and Childbirth (3M)

- IV. What About the Boys?
  - A. Signs of Maturity
  - B. The Male Sex Organs
  - C. Do boys feel differently about sex than girls?

- V. Expressions of Human Sexuality
  - A. Dating
  - B. Necking and petting
  - C. Are there reasons for restraint?

- VI. Sex and Dating
  - A. Teen Codes to control sex drives
  - B. Gossip and jealousy
  - C. Going Steady
  - D. Parking
  - E. The Dating Game
    - 1. How can a girl say "no" without making the boy feel rejected?
    - 2. Good conversation
    - 3. Overcoming shyness
    - 4. Ways to attract the opposite sex
    - 5. Girl-type tricks
    - 6. How to meet him
    - 7. How to get him to ask you out
    - 8. How to keep him interested
    - 9. Don'ts concerning boys
    - 10. It's the little things that count.
    - 11. Ending a relationship
    - 12. Honesty and Maturity

- VII. Your Reputation and Image
  - A. The bad reputation
  - B. What makes a girl "Cheap?"
  - C. How to build a new reputation
  - D. Why remain virginal?
  - E. Faithfulness to a marriage you will one day have

VII. Your Reputation and Image (continued)

- F. Liking one's self
- G. The whole crowd is doing it
- H. The consequences
- I. The psychological after-effects
- J. The physical after-effects
- K. Building a successful relationship

VIII. Homosexuality and Other Sexual Problems

- A. The homosexual period
- B. How do people get this way?
- C. Is there help?
- D. Sex and the Law

IX. Love and Sex

- A. The teen-age marriage
- B. Can a teen-ager love?
- C. What is love?
- D. Does sex have real meaning without love?

(An extensive unit on Love and Marriage is included in Senior Health).

X. Venereal Disease

(An extensive unit for tenth grade girls on venereal disease is included in a separate unit).

XI. Things teen-agers really want to know

(All questions submitted by the girls anonymously in writing are answered fully and frankly.)

- A. Some common questions include:
  1. Can you get pregnant if a boy kisses you?
  2. Can a man tell if a girl is a virgin?
  3. How long does intercourse last?
  4. May boys visit when a girl is babysitting?
  5. Do certain foods increase sexual desire?
  6. What is a sexual pervert?
  7. Is childbirth painful?
  8. Is intercourse painful for the girl?
  9. Does masturbation ruin a teen-ager's chances for a happy sex life?
  10. How do I know I can perform the sexual act?
  11. Aren't homosexuals easy to spot?
  12. Shouldn't a boy be more sexually experienced than a girl for a successful marriage?
  13. How can I get my parents to give me more freedom?
  14. Why are so many adults prudish?
  15. Is sex dirty
  16. Do boys have anything like a "period?"
  17. How can I develop sex appeal?

Grade 9 (Girls)

18. How can I keep my boy friend without "going all the way?"
19. If a boy is "making passes at me" doesn't this mean he loves me?
20. Why can't close relatives marry if they love one another?
21. Does the boy or girl with small sex organs have any problems in marriage?
22. When is it all right to let a boy "pick you up?"
23. What do sex hormones do?
24. I think about sex all the time. Is this normal?
25. Is love and sex anything at all like I read about in books and see in the movies?

B. Terminology

The following terms are defined and discussed along with any additional definitions deemed necessary for a particular class:

1. aphrodisiacs
2. adultery
3. bi-sexuality
4. contraceptives
5. chastity
6. clitoris
7. condom
8. douching
9. diaphragm
10. exhibitionism
11. erection
12. ejaculation
13. embryo
14. fetus
15. fetishism
16. frigid
17. Fallopian tubes
18. glands of Bartholin
19. genitals
20. gynecologist
21. hermaphrodite
22. hymen
23. homosexuality
24. heterosexuality
25. induced abortion
26. incest
27. infidelity
28. labor
29. labia majora
30. labia minora
31. menopause
32. masturbation
33. menstruation
34. nymphomania
35. nocturnal emissions
36. ovaries
37. ovum
38. orgasm
39. pornography
40. pregnant
41. penis
42. pelvic examinations
43. puberty
44. placenta
45. prostitution
46. potency
47. quacks
48. Spanish-fly
49. saltpeter
50. sperm
51. seminal discharge
52. sterility
53. sexual incompatability
54. speculum
55. testicles
56. uterus
57. uretha
58. umbilical cord
59. vulva
60. vagina
61. virginity

GRADE 9 - (BOYS) - Maturity: Characteristics and Responsibilities

I. Human Sexuality and Personality
  A. Education at home, in school - etc.
  B. Education - from birth through maturity
  C. Attitudes of adults
    1. Anxieties
    2. Standards

II. Teenage Attitudes
  A. Openness, visibility
  B. Questioning for information
  C. Advertising in poor taste - sex stimulation
  D. Teenage pregnancies
  E. Differences in standards and attitudes of boys and girls

III. Male
  A. Sex organs
  B. Cleanliness
  C. Masturbation and nocturnal emissions
  D. Signs of maturity

IV. Female
  A. Sex organs
  B. Menstruation
  C. Pregnancy and childbirth (3M)
  D. Differences in attitude towards sex, boys and girls

V. Sex and the opposite sex
  A. Necking and petting
  B. Going steady
  C. Parking
  D. Teen codes to control sex drives
  E. Dating
    1. Male responsibility
    2. Good conversation
    3. Overcoming shyness
    4. Ways to attract the opposite sex
    5. How to meet her
    6. How to ask her out
    7. How to keep her interested
    8. Courtesy
    9. Ending a relationship
    10. Increase capacity to relate as sexual beings

  F. Social Codes of Acceptable Behavior

RESOURCE MATERIALS
Grade 9 (Boys and Girls)

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Denner, Robert and Shirley, Sex and the Teenager.
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- #3 Masturbation
- #4 Characteristics of Male and Female Responses
- #5 Premarital Sexual Standards

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Frank, Mary and Lawrence J., Your Adolescent at Home and in School. New American Library (1963)
Gillelsohn, R., Consecrated Unto Me. Union of American Hebrew Congregation (1965)
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PARENTS - (Continued)

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Rubin, Isadore, Homosexuality. Siecus Publication

STUDENTS:

Adams, Looking Ahead to Marriage. Science Research Association
Ames, Louise B., On Becoming a Woman. Dell
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William, Mary, and Kane, Irene, On Becoming a Woman. Dell
Boys Want to Know. American Social Hygiene

TEXTS

Lippincott Health Series
  Health Science 2
Harcourt Brace and Company
  Your Health and Safety

FILMSTRIPS and TRANSPARENCIES

Conception, Prenatal Development, and Birth. (3M)
I Never Looked at it That Way. Guidance Associates
*Life Before Birth. Life Film Strips
  Part I - The Beginning of Life
  Part II - The Living Embryo
*Responsible Sexual Attitudes. Society of Visual Education, Incorporated
*Responsible Sexual Behavior. Society of Visual Education, Incorporated
Sex: A Moral Dilemma for Teen-agers. Guidance Associates
Social-Sex Attitudes in Adolescents. McGraw Hill Text Films
Tuned Out Generation, The Guidance Associates
Values for Teen-agers: The Choice is Yours. Guidance Associates

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GRADE 10 - Your Problems: Personal and Social

- I. Characteristics of evaluation
  - A. Common elements in problem solving
    - 1. Objective problem solving
      - a. Identification of problem
      - b. Facts
        - (1) Accumulation
        - (2) Organization
        - (3) Analysis
      - c. Conclusions
    - 2. Personal decision making
      - a. Information
      - b. Process of assimilation
        - (1) Self-internalization
        - (2) Peer-interaction
      - c. Decision making
    - 3. Factors influencing objectivity
      - a. Self-image
      - b. Social mores
      - c. Cultural patterns
      - d. Ethnic patterns
      - e. Religious beliefs
      - f. Home training
      - g. Social interaction
    - 4. Gap between decision and behavior
      - a. Emotional distortion
        - (1) Immediate costs and needs
        - (2) Self
          - (a) Image
          - (b) Acceptance
          - (c) Needs
      - b. Inadequacy of resolve and will
      - c. Conflict of interests and needs

  - B. Common elements in causes and solutions
    - 1. Personality structure
    - 2. Emotional involvement
    - 3. Decision making
    - 4. Value codes
    - 5. Involvement of total person

- II. Drugs
  - A. Basic data
    - 1. Historical
    - 2. Present status

  - B. Commonly used drugs
    - 1. Opium
    - 2. Morphine
    - 3. Heroin
    - 4. Codeine
    - 5. L.S.D.
    - 6. Synthetic analgesics
    - 7. Barbiturates
    - 8. Marijuana
    - 9. Amphetamines
    - 10. Cocaine
    - 11. Tranquilizers
    - 12. Bromides
    - 13. Hallucinogenic
    - 14. Glue

Grade 10

- C. Involvement
  - 1. User
    - a, Medical
    - b. Experimentation
    - c. Habitual
    - d. Dependent
  - 2. Pusher

- D. Effect
  - 1. Physical
    - a. Nervous system
    - b. Organic
  - 2. Personality structure
  - 3. Social
  - 4. Emotional
  - 5. Achievement
    - a. School
    - b. Home
    - c. Self-set goals
  - 6. Moral values

- E. Observable symptoms

- F. Methods of withdrawal

- G. Combatting abuse
  - 1. Education
  - 2. Morality
  - 3. Legality
  - 4. Treatment and rehabilitation

III. Alcohol

- A. Present status
  - 1. Dollars spent
  - 2. Number of drinkers
  - 3. Amount consumed

- B. Kinds of alcohol
  - 1. Ethyl
  - 2. Methyl
  - 3. Butyl, etc.

- C. Types of alcoholic beverages
  - 1. Beer
  - 2. Wine
  - 3. Distilled

- D. Degree of consumption
  - 1. Abstinence
  - 2. Infrequent
  - 3. Social
  - 4. Habitual
  - 5. Compulsive

- E. Reasons for drinking
    - 1. Medical
    - 2. Relaxation
    - 3. Taste
    - 4. Ego-inflation
    - 5. Excitement
    - 6. Escape

- F. Effect on body and behavior
    - 1. Organs
        - a. Nerves
        - b. Muscles
        - c. Stomach
        - d. Liver
    - 2. Functions
        - a. Sight
        - b. Hearing
        - c. Coordination
        - d. Speech
        - e. Balance
        - f. Reaction time
        - g. Water balance
    - 3. Personality
        - a. Judgment
        - b. Self-control
        - c. Respect for self
        - d. Respect for others
        - e. Reasoning
        - f. Values

- G. Alcoholism
    - 1. Definition
    - 2. Cause
    - 3. Extent
    - 4. Cure

- H. Cost of excessive drinking to the indiviual
    - 1. Monetary
    - 2. Self-image
    - 3. Social status
    - 4. Marriage relations
    - 5. Business
    - 6. Safety
    - 7. Disease

IV. Tobacco

- A. Extent of problem
    - 1. Dollars spent
    - 2. Number of smokers
    - 3. Age of smokers

- B. Reasons for smoking
    - 1. Relaxation
    - 2. Taste
    - 3. Ego needs
    - 4. Habit

- C. Effect on body and function
    - 1. Irritation of respiratory tissue
    - 2. Disruption of circulatory function
    - 3. Causal relation to disease
        - a. Cancer
        - b. Emphysema
        - c. Chronic bronchitis
        - d. Coronary artery disease

- D. Research
    - 1. Substantiation of relation to disease
    - 2. Substantiation of contribution to organic malfunction
    - 3. Efforts to develop effective filter

- E. Information for decision making

V. Venereal Disease

- A. Basic background
    - 1. Historical
    - 2. Present status
        - a. Number
        - b. Age

- B. Major diseases
    - 1. Syphilis
        - a. Characteristics
        - b. Transmission
        - c. Symptoms
        - d. Effect on body
        - e. Diagnosis
        - f. Treatment
        - g. Prevention
    - 2. Gonorrhea
        - a. Characteristics
        - b. Transmission
        - c. Symptoms
        - d. Diagnosis
        - e. Effect on body
        - f. Treatment
        - g. Prevention

- C. Social implications

VI. Personal and social issues

- A. Mental illness
    - 1. Extent
    - 2. Types
    - 3. Causes
    - 4. Treatment
    - 5. Prevention

- B. Emotional disturbances
    - 1. Types
    - 2. Causes
    - 3. Treatment
    - 4. Prevention

C. Physical illness
  1. Communicable diseases
  2. Chronic ailments
    a. Heart
    b. Circulation
    c. Ulcers
    d. Cancer
  3. Causes
  4. Treatment
  5. Prevention

D. Social ills
  1. Types
    a. Drug abuse
    b. Alcoholism
    c. Divorce
    d. Crime
    e. Sex offenses
    f. Vandalism
    g. Disrespect for law
    h. Illegitimacy
    i. Corruption
  2. Prevention and cure

E. Areas of decision
  1. Personal
  2. Family
  3. Community
  4. State and national government
  5. Church

GRADE 12 - (GIRLS) - Family Living

- I. Social relationships
    - A. Dating
    - B. Prestige
    - C. Feeling at ease
    - D. Conversation
    - E. Cultivating friendships
    - F. Determining your female role in society
    - G. Female inferiority and submissiveness

- II. Family Conflicts
    - A. The adolescent and his parents
    - B. Brothers and sisters
    - C. The oldest child
    - D. The middle child
    - E. The youngest child
    - F. The only child

- III. Breaking Home Ties
    - A. Problems when ties are broken
    - B. Breaking from home too late
    - C. Homesickness
    - D. Visits home

- IV. Love and Sex
    - A. Love in infancy and childhood
    - B. Love in early adolescence
    - C. Love at first sight
    - D. Brotherly love
    - E. Self-love
    - F. Erotic love
        - 1. Learning to love
        - 2. What does love have to do with sex?
        - 3. The unwed mother
        - 4. The unwed father
        - 5. What is love?
        - 6. How do I know it's love?
        - 7. What ingredients make up a long lasting love?

- V. Building a Successful Marriage
    - A. The engagement
    - B. The wedding
    - C. Choosing a marriage partner
    - D. Teen-age marriages
    - E. College students and marriage
    - F. The pregnant bride
    - G. Is marriage right for everyone?
    - H. Mutual friends
    - I. Nights out
    - J. Sex adjustments
    - K. Money matters
    - L. The future

Grade 10

VI. Having a Family
- A. Eggs and sperm cells
- B. Embryo and fetus
- C. Prenatal care
- D. Birth
- E. The new baby
- F. Health and growth
- G. Preparing for parenthood
- H. Guiding children
- I. Loving children
- J. Mental and emotional health
- K. Childhood lies
- L. Cheating
- M. Social problems
- N. Freedom and responsibility
- O. Discipline
  - 1. Rewards
  - 2. Punishments
  - 3. Praise
  - 4. Blame
- P. Fears
- Q. Entertainment
  - 1. Movies
  - 2. TV
  - 3. Radio
  - 4. Comics
  - 5. Books
- R. Play and toys
- S. Sex instruction
- T. Levels of development
- U. Motivation
- V. Sympathy and understanding
- W. Learning
- X. Maturation
- Y. Foster parents

VII. Heredity and Environment
- A. The laws of heredity
- B. Chromosomes and genes
- C. Inherited characteristics
- D. The family tree
- E. The importance of environment
- F. Home conditions and IQ
- G. Community environment
- H. Twins
  - 1. Fraternal twins
  - 2. Identical twins
  - 3. Twins reared together
  - 4. Twins reared apart
  - 5. Height and weight
  - 6. Intelligence and school achievement
  - 7. Personality

VIII. Cancer in the female
- A. Uterine cancer
- B. The pelvic examination
- C. Breast cancer

RESOURCE MATERIALS
Grade 12

Teachers and Parents (Background)

British Council of Churches, Sex and Morality. Fortress Press (1966)
Calderone, Mary S., M.D., Let's Be Realistic With Teen-agers. Siecus Material.
Calderone, Mary S., M.D., Married Teen-ager. Siecus Material
Calderone, Mary S., M.D., Sex and the Adolescent. Siecus Material
Calderone, Mary S., M.D., Sex and Social Responsibility. Siecus Material.
Coleman, J., The Adolescent Society. Free Press, Glencoe, Illinois.
Duval, Evelyn N., Family Living. McMillan (1961).
Duval, Evelyn N., Why Wait Till Marriage. Association Press (1965).
Engle, T.L., Psychology (4th Edition) Harcourt, Brace and Company.
Fromme,Alan, Art of Loving, The. Harper
Fromme, Alan, Sex and Marriage. Barnes and Noble.
Gilbert, Margaret S., Biography of the Unborn. Wilkins Company (1963).
Gruenwald, Henry A., Sex in America. Bantam Books.
Hellinger, Richard F., Living With Sex. Student Dilemma. Seabury Press (1967).
Horrocks, J., The Psychology of Adolescence. Houghton Mifflin Company.
Jewett, Anne, and Knapp, Clyde, The Growing Years - Adolescence. American Association for Health, Physical Education and Recreation, Washington.
Julian, Cloyd and Jackson, Elizabeth M., Modern Sex Education. Holt, Rinehart, and Winston, Incorporated (1967).
Kirkendall, Lester A., Interpersonal Relations: A Basis for Moral Decision Making.
Landis, Paul A., Your Marriage and Family Life. McGraw-Hill (1954).
Landis, Judson T. and Landis, Mary G., Personal Adjustment, Marriage and Family Living. Prentice-Hall (1966).
Meaker, Samuel R., A Doctor Talks to Women. Popular Special.
Schwartz, Oswald, The Psychology of Sex. Pelican Book.
Sex and the College Student. Mental Health Material Center (1965).
Siecus Study Guides: #1 - Sex Education by Lester A. Kirkendall
#2 - Homosexuality by Isadore Rubin
#3 - Masturbation
#4 - Characteristics of Male and Female Sex Responses
#5 - Pre-Marital Sexual Standards
#6 - Sexual Relations During Pregnancy and the Post Delivery Period
Teachers Handbook on Venereal Disease Education. American Association for Health, Physical Education and Recreation.
Understanding. Ortho Pharmaceutical Corporation, Raritan, New Jersey.

Student Texts

Lippincott Health Series
Living in Safety and Health
Laidlaw Health Series
Today and Tomorrow
Harcourt, Brace and Company
Psychology (4th Edition) by E. T. Engle

Students (Books and Pamphlets)

Aldrich, Charles, Babies are Human Beings. MacMillan
Austin, Lou, Why and How I Was Born. Partnership Foundation, Papon Springs, West Virginia.
Benner, Ralph and Shirley, Sex and the Teenager. McFadder-Bartell.

Resource Materials - Grade 12

Students (Books and Pamphlets) -(Continued)

Bloo, R.O., Anticipating Your Marriage. Free Press.
Boone, Pat, Between You, Me, and the Gate Post. Prentice-Hall (1960).
Brecker, Ruth and Edward, Every Sixth Teen-age Girl in Connecticut. Siecus Material.
Call, H.L., Toward Adulthood. Lippincott (1964).
Diehl, Harold and Laton, Anita, Families and Children. McGraw-Hill.
Duval, Evelyn, Love and Facts of Life. Association Press (1963).
Duval, Evelyn, and Hill, L., When You Marry. Heath and Company.
English, C. Spurgeon and Foster, Constance J., A Guide to Successful Fatherhood. Science Research Association.
Force, Elizabeth S. and Finck, Edgar M., Family Relationship. The Continental Press.
Gagnon, John H., Sexuality and Sexual Learning in the Child. Siecus Material.
Gettlesohn, R., Consecrated Unto You. Union of American Hebrew Congregation (1965).
Lerrigo, Marion and Southard, Helen, Approaching Adulthood. American Medical Association.
Lerrigo, Marion and Southard, Helen, Facts aren't Enough. American Medical Association.
Lerrigo, Marion and Southard, Helen, Parents' Responsibility. American Medical Association.
Lerrigo, Marion and Southard, Helen, Story About You, A., American Medical Association.
Moore, Mary F., The Baby Sitter's Guide. Thomas Y. Crosswell Company, New York.
Packard, Vance, Hidden Persuaders. Pocket Book, Incorporated.
Rubin, Isadore, Transition in Sex Values. Siecus Material.
Smart and Smart , Living in Families. Houghton-Mifflin.
Shaffer, Thomas B., The Role of School and Community in Sex Education and Related Problems. Siecus Material.
Sorenson, and Malm, , Psychology for Living.
Strain, Francis B., Marriage is for Two. Longman, Green and Company (1955).
Swartz, W., Students' Manual on Venereal Disease. American Association for Health, Physical Education and Recreation.
Vincent, Clark E., The Problems of Remaining a Virgin. Siecus Material.
Williams, Mary McGee, On Becoming a Woman. Dell.
What To Tell Your Child About Sex. Child Study Association. Pocket Books.

Films

Breast Self Examination. American Cancer Society.
Early Marriage. E. C. Brown Trust, Portland, Oregon.
For Better, For Worse. Cokesbury, 1600 Queen Anne Road, Teaneck, New Jersey.
From Generation to Generation. McGraw-Hill Films.
Innocent Party, The The Kansas State Department of Health.
Is Smoking Worth It? American Cancer Society.
Labor and Childbirth. New Jersey State Museum Library.
Parent to Child About Sex. Henk Newenhouse, Incorporated.
Social-Sex Attitudes of Adolescence. McGraw-Hill.
Thread of Life, The (Part II) Bell Telephone Company, New York.
Time to Stop is Now. (Smoking). American Cancer Society.
Time and Two Women. American Cancer Society.

Resource Materials - Grade 12

Filmstrips

*And They Lived Happily Ever After. Guidance Associates
*I Never Looked At It That Way Before. Guidance Associates
Looking Ahead to Marriage. Society of Visual Education, Incorporated, Chicago.
*Think of Others First. Guidance Associates
*Tuned Out Generation, The Guidance Associates
*Understanding Marriage. Guidance Associates
*Values for Teen-agers: The Choice is Yours. Guidance Associates
Sex: A Moral Dilemma for Teen-agers. Guidance Associates

Transparencies

Causes and Effects of Family Disharmony.	3M Company
Conception, Prenatal Development and Birth.	3M Company
Factors Influencing the Sex Drive.	3M Company
Family Cycle and Values.	3M Company
Marriage and the Family Responsibilities and Privileges.	3M Company

*In Central Office Audio-visual Library

INTEGRATION

Progress has been made in the integration of Education in Human Growth and Development into the total high school program. Most of the early efforts made were of an exploratory nature; however, there is evidence that there is an increasing interest on the part of departments and individual teachers to further participation in developmental education. As teachers acquire a greater awareness of the scope of the program, they tend to evolve a role in which they can comfortably sponsor some aspect of the project. This tendency is encouraging and holds high promise for the successful evolvement of an effective and comprehensive educational offering.

Eleven departments at the high school report varying degrees of involvement in Growth and Development instruction. This atmosphere of appreciation for the need for an educational program that is behavior oriented predisposes a willingness to contribute in depth as each discipline refines its role more specifically.

The following is a summary of the areas of contribution identified by the chairmen of the eleven departments.

Business Education

1. Family budgeting and money management
2. Office manners and interpersonal behavior
3. Personal grooming
4. Application for position

Driver Education

1. Courtesy of the road
2. Psychological patterns related to driving
3. Personality constructs related to accidents
4. Differences in male and female patterns of driving

English

1. Discussion
    a. Love
    b. Sex behavior
    c. Homosexuality, etc.
2. Topics for themes and reports
    a. Social problems
    b. Emotional behavior
    c. Interpersonal relations
3. Proposed inclusion of sex education film in future "Film Festivals."

Fine Arts

1. Human body
    a. Live models in leotards and gym suits
    b. Correct terminology of body parts
    c. Reasons for sex differences in body build
2. Expressing sexuality through variety of art forms

Foreign Language

1. Frequently raised topics
    a. Sexuality
    b. Love
    c. Romance
    d. Mistress
2. Uninhibited and wholesome discussions

Home Economics

1. Child care
2. Selection of mate
3. Engagement period
4. Dating
5. Successful marriage
6. Marriage problems
    a. Financial
    b. Children
    c. In-laws
    d. Religion
7. Home management
8. Pregnancy and childbirth
9. Family structure
10. Grooming and good manners
11. Development of friendship
12. Codes of behavior
13. Venereal disease
14. Teen-age marriages
15. Homemaking

Physical Education

1. Reinforcement of Health teaching through discussion
    a. Human relationships
    b. Sex
    c. Love
    d. Venereal disease
    e. Dating
    f. Mental health
2. Individual counciling on personal problems
3. Appreciation of body through activities
    a. Grace and poise
    b. Accuracy and precision
    c. Rhythms and dance
4. Atmosphere of class: grooming, manners, cleanliness, etc.
5. Films related to personal problems
6. Presentation by resource persons on personal problems

Science

1. 9th Grade: Weekly discussions on personal problems
2. 10th Grade: Anatomy of reproduction

Social Studies (World Cultures (9-10), Sociology and History (12))

1. Patterns of maturity
    a. Characteristics
    b. Responsibilities
2. Population and birth control
3. Family structure
    a. Family patterns in other lands
    b. Finance
    c. Family living, etc.
4. Heredity and environment
5. Understanding adult behavior
6. Acceptance of youth into an adult world
7. Smoking, drinking, drugs
8. Mental health
9. Newspapers, magazines, books, films
10. Advertising

Future plans would include another course in sociology which would cover many additional topics related to human sexuality.

Special Education

1. Family structure
2. Dating, going steady, friendship
3. Control of sex drive
4. Codes of behavior
5. Reputation and self-image
6. Sewing, cooking, homemaking
7. Mental health: anxieties, gossip, jealousies, understanding of self, etc.
8. Careers
9. Discipline
10. Budgeting and money

Instruction and Class Organization

Grades K through 2

Instruction at this level will be handled by the classroom teacher. Although most of the items will come as a result of "teachable moments" when subjects of special concern to students motivate questions relative to interpersonal behavior that have sexuality overtones. Classes will be coed.

Grades 3 and 4

Instruction on this level takes on a more structured unit organization and will be sponsored by the regular classroom teacher. Classes will be coed.

Grades 5 and 6

The classroom teacher will be the instructional leader. The assistance of school specialists; such as, nurses, doctors, special pupil services, physical education, and community persons will be made available to teachers where needed. Classes will be coed (except in some cases for the showing of "Story of Menstruation," "Boy to Man," and "Girl to Woman.")

Grades 7 and 8

On the seventh grade level, the instruction in the area of "Mental Health" will be conducted by and through the personnel of the Special Pupil Services. Classes will be coed.

On the eighth grade level, a unit on "Heredity and Environment" will be taught in the science curriculum. Classes will be coed.

In addition, units covering "Smoking," "Alcohol," "Drugs," and "Venereal Disease" will be presented to both grades by the physical education personnel. Classes will be separated by sexes for administrative convenience.

Ultimately it is hoped that a health teacher will be assigned to develop a more comprehensive course for these students.

Grades 9 through 12

Grades 9-10 As a part of the Social Studies investigation of "Cultures of the World" attention will be directed to: the family world population, and acceptance of youth into adult society. (See page 92 for further items of emphasis).

The Family
World Population
The Acceptance of Youth into Adult Society

A Health Education course for grade 9 will be developed and taught by a health teacher. Incorporated in this course will be a unit on "Maturity: its characteristics and responsibility."

Grade 10

A course entitled "Your Problem: Personal and Social" will be offered at this level. V.D., Alcohol, Drug Abuse, Tobacco, and personal and social issues will be explored. The purpose of the course is to encourage objective problem solving in the solution of personal problems.

Grade 11

It is hoped that a unit in the study of English Literature can be developed for this grade.

In addition, Home Economics will make extensive contributions to this developmental program.

Grade 12

A unit in "Family Living" will be taught by a Health Education teacher. (Classes will be coed, if it is possible to schedule them in this manner.)

INSTRUCTIONAL ASSIGNMENTS

CLASS LEVEL	INSTRUCTIONAL CHARACTERISTICS	CLASS ORGANIZATION	TEACHER
K - 2	Incidental teaching plus elements of directed instruction	Coed	Classroom Teacher Nurses
3 - 4	Greater emphasis on formal units	Coed	Classroom Teacher Nurses
5 - 6	Formal units	Coed except three films	Classroom Teacher Health and Physical Education Specialists Doctors and Nurses
7 - 8	Health correlated with other disciplines	Coed/segregated Admin. convenience	Health and Physical Education Specialists Doctors and Nurses Special student services Science Teachers
9 - 12	Correlated with other disciplines	Coed/segregated Admin. convenience	Health and Physical Education Specialists Doctors and Nurses Social Studies Teachers Science Teachers English Teachers Home Economics Teachers

Program Assessment

A variety of testing and evaluating devices will be employed to assess the effectiveness of the developmental program. The items that will be utilized include such devices as:

1. Classroom tests to measure knowledge and understanding.
2. Attitude scales to chart levels of appreciation.
3. Interview-sampling technique in an effort to identify changes in attitudes.
4. Subjective evaluation by teachers, parents, religious leaders, and students.
5. Behavior: (Perhaps only time will provide evidences of change in the patterns of behavior.)

Teacher Orientation and Training

As a part of the annual orientation program of new teachers, a general session will be held to orientate new personnel in the philosophy, content, methodology, and general organization of the subject. Emphasis will be given to the developmental aspect of the project.

Grade Level Orientation:

Grade level sessions will be scheduled to help teachers:

1. Identify the developmental items related to physical growth and personal and social development that are characteristic of each grade level.
2. Explore the possible extension of these items into sequential concepts.
3. Offer opportunities for teachers to develop units for pilot trial by fellow teachers.

Grade Level Follow-Up:

Regularly scheduled grade level teacher sessions will be held to:

1. Critically analyze progress.
2. Provide opportunities for interaction regarding successful experiences and challenging problems.
3. Develop sequential units of instruction.
4. Review new materials and recent developments.

System-Wide Workshop:

An opportunity will be given to teachers to participate in a teacher training workshop sponsored by the Board of Education. Resource persons in the fields of health, psychology, anthropology, personal and social development, and family living will provide the leadership for these sessions.

Parent Orientation and Training:

A program of orientation and training, similar to that offered the teachers, will be sponsored for parents. The extent of this program will be dependent on the willingness of parents to participate.

Program Committee

The Sex Education Committee has been reorganized and renamed The Committee on Human Growth and Personal and Social Development. This committee functions under the supervision of the Director of Instruction and is charged with the following responsibilities:

1. Critically evaluate methods and materials.
2. Maintain lines of communication between school, home, church and community.
3. Provide the ongoing leadership in the further development of the program in a manner that will best serve the unique needs of this community.